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# Marlborough St Mary's CE Primary School



MARLBOROUGH  
ST MARY'S  
PRIMARY SCHOOL

## Special Educational Needs and Disabilities Information Report

*Together we believe, learn and achieve*

*This SEND Information Report is designed to give an insight into what we at Marlborough St Mary's can offer to all children and, in particular, the additional resources and support for those children with SEND. It forms part of Wiltshire Councils Local Offer which is available on [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)*

*Marlborough St Mary's Primary School has a strong philosophy of inclusion and aims to provide opportunities for all to learn and achieve within a happy, structured and inspiring Christian environment. This reflects our values of respect, fairness, friendship, love, courage and perseverance, which underpin our school ethos and teaching. We welcome everyone to our school where abilities, faiths and cultures are received and nurtured with care and respect providing every opportunity to develop the full potential of each and every child. We believe that all children have a right to a broad and balanced curriculum, focussed teaching tailored to individual requirements and full access to extra-curricular activities. All children are valued as individuals and their confidence and self-esteem promoted and supported. We work in close partnership with parents or carers who play an active and valued role in their child's education. Marlborough St Mary's also has a KS1 and KS2 Resource Base for children with complex Special Educational Needs where we provide a specialist learning environment, specifically designed educational programmes and a broad, practical and engaging curriculum to support the needs of the learners and give all children the chance to reach their full potential whilst understanding that success comes in a variety of ways.*

<p><b>How does Marlborough St Mary's School know if my child needs extra help?</b></p>	<p>Children with every type of need related to communication and interaction, cognition and learning, social, emotional and mental health and sensory or physical needs are supported in our school and we make the best efforts to ensure that every child makes good progress and is well prepared for their next steps in education and adulthood. We identify the need for extra help through:</p> <ul style="list-style-type: none"> <li>• Identification by class teacher, teaching assistant and parent concern</li> <li>• Close liaison with preschool providers before the child starts school</li> <li>• Tracking progress rigorously</li> <li>• Formal and informal assessment, daily marking and feedback</li> <li>• Concerns discussed at pupil progress meetings and SENCO surgeries</li> <li>• Using the Wiltshire Graduated Response to SEND Support (WGRSS) documents for identifying, supporting and reviewing Special Educational Needs</li> <li>• Reviewing and evaluating provision according to need and then referring to Specialist SEN Services and other agencies for more specialist support.</li> </ul>
<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<ul style="list-style-type: none"> <li>• Contact class teacher</li> <li>• Discuss any concerns at the in-depth parent's meetings (My Child Meetings)</li> <li>• Contact Mandy Howarth, Mainstream Reception/ Year 1 SENCO /KS1 Complex Needs Resource Base Manager/ Laura Burdge – mainstream Year 2,3,4, SENCO or Caron Hitchen, Mainstream Year 5,6 SENCO/KS2 Complex Needs Resource Base Manager</li> </ul>
<p><b>How will I know how Marlborough St Mary's</b></p>	<p>We ensure a close working partnership with all our parents to make sure that all pupils are happy and make progress. <b>Working in partnership with parents of children with SEN is even more important.</b></p>

<p><b>School supports my child?</b></p> <p><b>How will I know how my child is doing?</b></p> <p><b>How will I be involved in discussions about and planning for my child's education?</b></p>	<ul style="list-style-type: none"> <li>• We have an open-door policy and encourage regular informal discussions about progress</li> <li>• In depth My Child Meetings are held twice yearly for all mainstream children, including SEN.</li> <li>• You will be asked for your permission to access specialist advice from which you will receive a report about your child.</li> <li>• You will receive an annual report which outlines attitudes to learning, progress made and attainment gained compared to national expectations.</li> <li>• We meet with parents to discuss and review strategies and interventions designed to support pupils needs which are set out in One page profiles/ Pupil passports or My Support Plans for more complex levels of support.</li> <li>• Annual reviews are held with the parents and relevant outside professionals to update targets for any child with a statutory Education Health Care Plan.</li> <li>• Regular meetings with parents are held for any child for whom additional support is required.</li> </ul>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Teachers are responsible and accountable for the progress and development of the pupils within their class including where pupils access support from other teachers, teaching assistants or specialist staff.</li> <li>• The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted when necessary.</li> <li>• Specifically directed resources and strategies will be used to support every child individually and in groups.</li> <li>• The class teacher will use appropriate assessments to set outcomes which are challenging but achievable.</li> <li>• The class teacher will plan lessons to ensure that every pupil will be able to achieve.</li> <li>• Class teachers will plan opportunities to give learners choice and control where appropriate.</li> <li>• If necessary small group interventions may be provided</li> <li>• A Teaching Assistant may work with your child's group to ensure the learning is accessible.</li> <li>• Children in the Resource Base will have a higher ratio of adult support and will follow a personalised curriculum with emphasis on learning in small chunks and practising concepts and skills in a variety of practical contexts</li> </ul>
<p><b>How will you help me to support my child's learning?</b></p>	<p>Parents will be encouraged to support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home:</p> <ul style="list-style-type: none"> <li>• Curriculum workshops</li> <li>• Termly knowledge organisers</li> <li>• My Child meetings</li> <li>• Home school books if necessary, and reading record books</li> <li>• At progress meetings, or additional individual meetings teachers will give advice on how to support children further at home</li> <li>• Access to individual support may be given to further parent's knowledge and understanding of teaching methods</li> </ul>

	<p>when necessary and appropriate</p> <ul style="list-style-type: none"> <li>• Professional agency reports which often include support materials for home use</li> <li>• Parents are given opportunities to attend parent support groups</li> <li>• Use of the Parents Support Advisor</li> </ul>			
<b>What support will there be for my child's overall well-being?</b>	<p>The school promotes a positive behaviour ethos through restorative justice as outlined in our Behaviour Policy. The school also teaches children strategies to help them socially and emotionally in the following lessons:</p> <ul style="list-style-type: none"> <li>- PSHCE</li> <li>- Circle times</li> <li>- Collective worship</li> <li>- Small group interventions; social skills which encompass social stories, discussions and making choices</li> <li>- If necessary, we also support children's social and emotional development in individual and group support sessions such as social skills groups, social stories and Emotional Literacy Support, that teach social skills and coping strategies</li> <li>- The Parent Support Advisor may give advice and opportunities for holiday activities.</li> <li>- After school clubs give opportunities for children to participate in after school enrichment.</li> <li>- The school gives all children equal opportunities to participate in all activities. Children are given responsibilities to care for others through the House and Vice-Captain roles and the School Council and Play Squad initiatives</li> <li>- Emotional Literacy Support Assistants (ELSAs) are available to work with children with significant emotional needs.</li> <li>- The Merlin Group, is a nurture group, running four afternoons a week to support children with various needs.</li> </ul>			
<b>What strategies and interventions does Marlborough St Mary's school use to support my child?</b>	<p>The policy at Marlborough St Mary's School is that all children have equal access to high quality teaching in classes where work is differentiated to meet all the children's needs. Learning is enhanced through individual and group feedback, response marking and evaluations against a learning objective and success criteria. Children are taught to have a growth mindset, which they can hone and develop through resilience, practice and determination. Independent learning skills are encouraged and supported through self - chosen challenges as well as self and peer evaluation. There are specific phonics, spelling, speech and language and maths interventions as well as a range of additional support for social and emotional needs. A variety of educational software is used to teach number skills and phonics. Each child's needs are assessed individually and their support strategies developed by the class teacher in collaboration with the SENCOs, CRNB Managers and Senior Leadership team.</p>			
	<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, mental and emotional health</b>	<b>Sensory and/or physical</b>
<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>- Speech and language Therapy</li> <li>- Paediatrician</li> <li>- Emotional Literacy Support Assistant</li> </ul>	<ul style="list-style-type: none"> <li>- Specialist SEN Support</li> <li>- EMAS Ethnic Minority Achievement Service</li> <li>- Educational Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>- Child &amp; Adult Mental Health Service</li> <li>- Counselling</li> <li>- Social care</li> <li>- Parent Support Adviser</li> </ul>	<ul style="list-style-type: none"> <li>- School nurse</li> <li>- Counselling</li> <li>- Occupational therapy</li> <li>- Physiotherapy</li> <li>- Paediatrician</li> </ul>

	<ul style="list-style-type: none"> <li>- Specialist SEN Support</li> </ul>		<ul style="list-style-type: none"> <li>- Paediatrician</li> <li>- Emotional Literacy Support Assistant</li> <li>- School Nurse</li> <li>- Behaviour Support Service</li> <li>- Learning Disability Nursing Service</li> </ul>	<ul style="list-style-type: none"> <li>- Hearing Impairment Service</li> <li>- Visual Impairment service</li> </ul>
<p><b>What training have staff supporting children and young people with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>- ELSA</li> <li>- Social skills</li> <li>- Autistic awareness</li> <li>- Regular in school Professional development meetings</li> <li>- Makaton</li> <li>- Narrative Therapy</li> <li>- PECS</li> <li>- Team Teach</li> <li>- Attention Autism</li> <li>- AAC device training</li> <li>- NELI</li> <li>- Lego social skills programme</li> </ul>	<ul style="list-style-type: none"> <li>- WESFORD</li> <li>- Early Literacy Support</li> <li>- Sound Discovery</li> <li>- Back on track</li> <li>- Read Write Inc</li> <li>- Maths Back on Track</li> <li>- Maths Mastery</li> <li>- Alpha to Omega (Dyslexia)</li> </ul>	<ul style="list-style-type: none"> <li>- Emotional Literacy support</li> <li>- Social skills</li> <li>- Jigsaw</li> <li>- PSHE curriculum</li> <li>- Team Teach</li> <li>- De-escalation</li> <li>- Attachment training</li> <li>- Restorative Practice</li> <li>- ELSA</li> <li>- Thrive</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Fine motor skills;</li> <li>- Gross motor skills; SPARKS</li> <li>- Visual screening; Changing background colour, reading strips, coloured overlays</li> <li>- Manual handling</li> <li>- Tube feeding</li> <li>- Toileting</li> <li>- Hoist training</li> <li>- Diabetes</li> <li>- Choke and seizure training</li> <li>- Asthma training</li> <li>- Epipen Training</li> <li>- Braille</li> <li>- Visual impairment training</li> <li>- Epilepsy training</li> </ul>
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>If it is deemed appropriate, activities, school trips, Friends of the School functions, after school and lunch clubs as well as breakfast club are normally available to all, see Single Equalities Policy.</p> <p>If necessary, risk assessments and procedures are in place to enable all children to participate.</p> <p>If it is deemed that a child needs one to one support then we will try to organise appropriate staffing.</p>			

<p><b>How accessible is the school environment?</b></p>	<p>Marlborough St Mary's Primary School is a totally accessible environment for all children and adults. Children with specific dietary requirements due to health, religious or philosophical reasons are welcomed and the school ensures that alternatives are offered so that children feel fully included at snack and lunch times. The whole school is a 'nut free' zone.</p>
<p><b>How will the school prepare and support my child when they join Marlborough St Mary's School?</b></p>	<p>Before any child moves to our school, we:</p> <ul style="list-style-type: none"> <li>• Find out as much about them as possible to help them settle in quickly by liaising with the parents and staff from previous settings.</li> <li>• Invite the children to come and visit the school and spend time in their new class in order to become familiar with routines, expectations and staff.</li> <li>• If a child has SEN a meeting is arranged with parents to discuss additional need. If appropriate, a one-page profile (KS1) or Pupil Passport (KS2) can be drawn up to communicate to staff exactly how to help the child and explain needs.</li> </ul> <p>Before moving on to a new school we:</p> <ul style="list-style-type: none"> <li>- pass on SEN records to the new school including SEN support plans or Statutory My Plans and one-page profiles or Pupil Passports</li> <li>- liaise with the SENCO/head teacher or class teacher of the new school to clarify any information necessary</li> <li>- if needed we can include ways to support a child to have a settled move to a new school through their SEN support plan or Statutory My Plans. This might include extra visits to the school or do transition work in preparation for move; maps or photographs of the new school or working on a new one-page profile.</li> <li>- if possible, we invite the receiving school to the last annual review of a child with a Statutory My Plans so that a transition plan can be set up as part of this meeting.</li> <li>- A transition meeting is convened for any child with an EHCP at the end of Year 5 ready for Year 6 moving into secondary education.</li> </ul>
<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p> <p><b>How is the decision made about how much/what support my child will receive?</b></p>	<p>The school has a delegated budget for children with special education needs and this is used to ensure effective provision for individual children. The school will allocate resources and deploy members of staff according to need and allocated Special Educational Needs and Disabilities budget. Resources are updated as necessary to ensure that effective support is maintained to maximise the learning and progress for individuals. Tracking progress on a regular basis will ensure the provision matches the need.</p> <p>Children in the Resource Bases have separate funding which is allocated according to the needs of the individual using a county-wide funding formula and agreed by the Local Authority through the Education and Health Care Plan.</p>

<p><b>What support is there for parents and carers?</b></p>	<p>We endeavour to support all parents of children with SEND and have access to a number of agencies who can provide support for parents including a Parent Support Advisor, School Nursing Service, Learning Disability Nursing Service, Home Start, Children’s Centre, Health Visitors and the Parent Carer Council. We have a Pastoral Manager who supports families and helps to sign post to other helpful agencies.</p> <p>Parents of children with SEND are invited into school to discuss their children at My Child meetings, My Support Plan meetings or EHCP reviews.</p>
<p><b>What should I do if I have a concern or complaint?</b></p>	<p>If a parent or carer feels that Marlborough St Mary’s School has not met his or her child’s educational needs they should:</p> <ul style="list-style-type: none"> <li>• discuss their concerns with the class teacher;</li> <li>• consult with the relevant Key Stage SENCO if the concerns continue;</li> <li>• consult with the Head teacher and/or SEND Governor.</li> </ul> <p>Details of all meetings will be recorded and dated. A full version of the school’s Complaints Policy can be found on the school website.</p>
<p><b>Who can I contact for further information?</b></p>	<p>Visits to the school are warmly welcomed. If you wish to discuss your child’s educational needs, please contact the school office to arrange a meeting with the appropriate SENCO or Head Teacher.</p> <p>Telephone: 01672 513101 E mail: <a href="mailto:admin@marlboroughstmarys.wilts.sch.uk">admin@marlboroughstmarys.wilts.sch.uk</a></p>