

Governor's SEND REPORT for Academic Year 2021-2022

Governor: Jenny Fryer

At Marlborough St Mary's Primary School, we provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

The SEND Policy for the school was written by the SENCOs and the CNRB Managers. This policy, which defines the school's aims and objectives, is available to any parent on request and can be seen on the school website together with a mandatory School SEND Information Report. This report details all that is done at Marlborough St. Mary's to support any child with additional needs or disabilities. The policy was adopted by the Governors in January 2018, following the move into the new school building in September 2017, and was reviewed in February 2022. The next review is due in 2 years, at the following meeting of the Teaching and Learning Committee. The Wiltshire Local Offer can also be found on the website. This describes the range of services and support across the county for children with SEND.

The SENCOs, CNRB Managers, SEND Governor (Jenny Fryer) and the Pupil Premium (PP) Champion (Ben Ferris) have been evaluating the provision of SEND within the school using the format produced by the County. This exercise shows the areas within the provision that were well established and those which need to be developed. Objectives from this document are used to formulate an Action Plan for 2021/2022, which has been incorporated in the School Development Plan.

At Marlborough St. Mary's, we value the contributions made by all children, professionals and parents to help develop our inclusive school community. All pupils with SEN and/or disability (SEND) are integrated into the mainstream classes where possible and the Resource Base pupils integrate into mainstream classrooms as appropriate. All pupils go on trips and sporting events, and are included in performances and assemblies. They go out to play with the whole school. Expectations for homework are exactly the same for SEN children, but differentiated work is given with signposts to support parents.

Identification and Provision

There is a culture of shared responsibility for the identification and progress of SEN pupils. The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice which may include differentiated teaching or extra support from Teaching Assistants or specialist staff. As each key stage has a Resource Base, there is a high level of expertise in ensuring that all pupils' needs are met through adjustments. The school, has also worked closely with Achievement for All (AFA) and in June 2019, successfully achieved the AFA Quality Mark Accreditation. The staff have had training on and implemented structured conversations with parents, creating learning environments and strategies for differentiation. Parents are invited to "My Child Meetings" twice a year and these have been very successful with teachers listening to the views of parents and working collaboratively.

If the child does not respond and it is felt that his or her needs are additional or different from normal classroom practice, then the class teacher refers to the Graduated Response to SEND Support (GRSS) document or EYGRSS (the Early Years' version) for help in assessing the category and level of need and shares concerns with the SENCO and CNRB Manager for advice. Teachers now use this document to help, assess, and identify need and as a starting point for referrals and possible My Support Plans.

If the child requires further additional interventions, parents will be informed and encouraged to share information. All interventions are plotted on the school Provision Map. Regular meetings with the staff also help to ensure that the right children are identified and that the correct intervention is carried out that meets the needs of the children. The majority of children will have their needs met following the Assess, Plan, Do, Review Cycle and details of all the interventions used can be found on the school's SEND Information Report and the Pupil Premium Strategy. As there is a large cross-over with the PP and SEN pupils, the interventions used are in place to support both sets of children.

Upon completion of the interventions and in discussion with class teachers, support staff assistance, SENCOs CNRB Manager and parents, it is decided whether the pupil needs additional provision over and above what the school would normally provide. If this is the case, parents will be advised and the child's name will be placed on the SEND register. At this stage, Pupil Passports are introduced, thus encouraging the class teachers to evaluate and re-adjust strategies and set measurable and achievable targets.

In addition, the school is fortunate in having the expertise of a Parent Support Adviser (PSA) and a Pastoral Manager to work with parents and advises how to access family or more personal support. The Pastoral Manager also works closely with outside agencies and the SEND Team to support provision for children.

If a child demonstrates significant or lifelong difficulties, the SENCOs/CNRB Managers together with the Head Teacher request a Statutory Education, Health and Care (EHC) Plan from the Local Authority. In Wiltshire, the EHC Plan is called an EHCP. Many children with statutory EHCPS are successfully included in mainstream classes with relevant support and additional resources as necessary.

Number of Children with SEN

This year, there are 34 children with SEN Support and 29 with a Statutory EHC Plan. This is a total of 63 with SEND in the whole school which is approximately 15% of the total numbers of children on roll (410). It is recognized that a child may be very able in some areas as well as being on the SEN Register and the school ensures that the talents of all pupils are celebrated and supported.

Deployment of Staff and Resources

Regular TA Meetings have created a good platform for information sharing and discussion. All of our highly skilled TA's work alongside the class teachers delivering specialised programmes and offering general classroom support. Effectiveness is evidenced through observations, intervention programmes and progress against Pupil Passports/Target Sheets as appropriate. Their support is widespread, involving numeracy and literacy, but also in catering for children with behavioural, social and emotional needs and those with speech and language problems. During the afternoon sessions, TAs deliver interventions which has helped to ensure that ELSA (Emotional Literacy Support) sessions and Speech and Language Therapy sessions take place on a regular basis. Ongoing training is provided to ensure that TA's are equipped to assist in a variety of special needs, e.g. Choke Training, Epilepsy, Manual Handling, Makaton, Braille, etc.

Progress of Pupils with SEN

All the children who are currently receiving support are making progress and meeting their individual targets as set out in their Pupil Passports/Target Sheets. Interventions are becoming more clearly targeted and progress is monitored more closely in the Pupil Progress Meetings, which take place three times a year, and the SENCO Surgeries. New targets are set, taking into account recommendations from outside agency assessments, evidence of provision of additional support groups or interventions, the results of standardized reading scores and teacher assessments. Parents of SEND children know their targets and meet with the class teachers regularly.

It can be seen from this Report and the recent Ofsted grading as 'Good' in all areas, Marlborough St. Mary's has a team of dedicated staff. The Governors are very appreciative and indebted to them for their hard work especially during the Covid restrictions.