

MARLBOROUGH PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) OFFER

At Marlborough Primary School we believe that all children have a desire to learn. We endeavour to make the learning at Marlborough challenging, interesting and creative through following the statutory curriculum that we are required to teach whilst adapting it to the needs of our pupils.

Just as our school ethos is underpinned by our commitment to the UNCRC charter setting out children's rights and responsibilities, so this is also reflected across our curriculum provision. There are some children in our school who have significant challenges and barriers to learning and in order to fully support these children we offer the following provision:

All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school.

All Schools must:

- Identify children with SEND and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENDCo
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'
- Provide information on school arrangements for SEN to parents and governors
- Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability
- Publish on a school website the school SEND policy and a description of the arrangements and specialist provisions made for children with SEND.

Our commitment and aspirations

Marlborough is a fully inclusive school where we work together as a community to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs)

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress across the curriculum. This provision includes quality first teaching, differentiated whole class and small group provision and individualised programmes of support. We ensure we assess children's progress 6 weekly against set targets and objectives.

At Marlborough we aim to ensure that children with SEN make good progress and achieve in line with, or better than, other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning.

We work closely with Harrow Special Educational Needs Assessment and Review Service (SENARS), and have good relationships with other outside agencies, who assess children and advise parents and schools; including Educational Psychologists (EPs), Speech and Language Therapists (SALT), Occupational Therapists (OT) and many other health care professionals.

Other useful documents such as our SEND Policy and Behaviour for Learning Policy are available on the school website. If you would like further information about what we offer at Marlborough then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's SEN?

- **Class teacher** who is responsible for planning the curriculum, differentiation and assessing and monitoring your child's progress
- **Phase Leader** who will have an overview of matters concerning the whole phase
- **Special Educational Needs Co-ordinator (SENDCo)**, responsible for co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEN reviews and liaising with all agencies involved in your child.
- **Head teacher** who responsible for the day to day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.
- **SEND Governor** who is responsible for liaising with the SENDCo to ensure the necessary support is in place for all children with SEND and that the school works closely with parents, carers and all other agencies to ensure good outcomes in all areas of the curriculum.

The names of these staff members can be found on the school website.

The SENDCo co-ordinates support and interventions across the school, and from outside agencies. The SENDCo will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers are responsible for planning the curriculum and assessing your child's progress, including any additional needs they may have.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with SENDCo and other identified agencies will assess whether the child has SEND

- Where a Special Educational Need or Disability is established, the school, in partnership with parents/carers and pupils will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will regularly monitor and evaluate the effectiveness of its provision for pupils with SEND.

How will I know how well my child is doing at Marlborough?

In our school we have:

- An open door policy - parents **are** welcome to make an appointment at any time
- **Partnership between parents/carers/pupils and teachers - we will communicate regularly and information about the curriculum your child will be studying is published on the school website termly. There are formal parent's evenings held in the autumn and spring terms and parents/carers receive a written report annually in the summer term.**
- **Where the school has concerns about a pupil's progress, parents will be invited to a meeting at school to discuss strategies to support future progress**
- **Children who are receiving school support will have a support plan that is reviewed termly and shared with parents**
- If your child has an EHC plan there will be formal meetings where progress is reported on and a report written and available. This is referred to as an Annual Review

The different types of support that may be available for children at this school is set out below:

What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and interventions for a small number of children who may or may not have an EHCP
Social, mental and emotional health needs	<ul style="list-style-type: none"> • Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • Circle time/PSHE curriculum • Mindfulness training and approach to support improved mental health. • Peer Mediators, Rights Respecting School programme/School Council/Prefects and Sports Leaders. All of these help to develop children to be strong socially aware citizens of the future. • Access to After School Clubs for all children regardless of financial circumstance 	<ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage • School based counsellor • Fun Friends Why Try and Fit for Life nurture programmes aimed at supporting emotional needs • Parent Partnership programme aimed at supporting family life and promoting life Long Learning. • Lego Therapy • Music Therapy 	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment e.g.: time out • Monitoring and support in unstructured time e.g. breaks/ lunch • Behaviour Management Plan/Pastoral Support Plan • Regular meetings with parents to monitor progress
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking and listening and phonics teaching • Communication friendly 	<ul style="list-style-type: none"> • Small group phonic support • Personalised support within the class • Language monitoring systems upon entry to Reception and follow up provision • SALT interventions delivered by LSAs • Lego Therapy/Club 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class LSA support • Alternate communication systems • Access to personal IT equipment • Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant • Advice and support via Autism outreach team.

Autistic spectrum	<ul style="list-style-type: none"> • Structured day • Positive behaviour management • Management strategies. • Learning style understood. • Differentiation within lessons 	<ul style="list-style-type: none"> • Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher and our Inclusion Team. • Use of appropriate resources e.g. visual time tables, social stories, work stations. 	<ul style="list-style-type: none"> • Key teacher/ LSA • Small group targeted intervention. • ICT used to reduce barriers • Alternative communication systems - • Makaton. • Advice and intervention from Harrow Outreach Autism Service • Individual learning stations
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> • Differentiated teaching of the curriculum • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of all pupils • Targeted intervention programmes • Independent Educational Plan • Specific goals- short steps • Differentiated resources are provided as appropriate • Learning support via in-school Inclusion • 1:1 reading alongside intervention programmes 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class LSA support • Additional specialist teaching support • Educational Psychology assessment/ support • Access to personal ICT/ adapted ICT
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Provision of specialised equipment. • Curriculum is adapted • Seating position within class prioritised. 	<ul style="list-style-type: none"> • Modified learning environment. • Learning support via our Inclusion team. • Occupational Therapy and Physiotherapy support and advice from health team. • Mobility and care plan management • Liaison with a range of medical professionals as needed assistance via School Nursing Team 	<ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from LSAs • Access to external advice and assessment • Advice and outreach from Sensory Team

What happens if my child with SEN makes very little progress at Marlborough?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or mental health needs in school.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND. This will be carried out either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan.
- Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school

If you need to complain:

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)