

Martley CE Primary

Special Educational Needs and Disabilities (SEND)



What do we offer?

Contents Page

	Page Number
Overview	4
How does Martley regard Special Educational Needs and Disabilities (SEND)?	5-7
What roles and responsibilities do staff within the school have?	7
How often do we consult with parents and carers of children with Special Educational Needs and Disabilities (SEND)?	7-8
How do we consult with our pupils with Special Educational Needs?	8
How do we adapt our curriculum and learning environment to include pupils with Special Educational Needs?	8
How do we support our pupils at times of transition?	9
Our Provision for pupils with SEND:	10
Communication and Interaction: Speech, Language and Communication Needs (SLCN)	
Communication and Interaction: Autistic Spectrum Disorder/Condition (ASD)	11
Cognition and Learning: General/Moderate Learning Difficulties	12
Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyscalculia	13
Social, Mental and Emotional Health:	14
Sensory and/or Physical: Hearing Impaired	15
Sensory and/or Physical: Visually Impaired	16

Sensory and/or Physical: Physical Difficulties	17
How do we involve parents and carers in the 'graduated approach' – 'assess, plan, do and review'?	18
How do we involve our pupils with Special Educational Needs in the assessment and review process?	18
How do we ensure access to our facilities for all of our pupils?	19
What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?	19
How do we support the Emotional and Social development of our pupils with Special Educational Needs and Disabilities (SEND)?	19
How do we assess and evaluate the effectiveness of our Special Educational Needs (SEN) provision and how we involve parents, carers and pupils in this process?	20
How is Special Educational Needs and Disabilities (SEND) funded? Is there additional funding for pupils with SEND?	20
How do we assess and evaluate the effectiveness of our Special Educational Needs (SEN) provision and how we involve parents, carers and pupils in this process?	21
How is Special Educational Needs and Disabilities (SEND) funded? Is there additional funding for pupils with SEND?	21
What do I do if I have any questions, concerns or complaints or compliments about provisions for pupils with Special Educational Needs and Disabilities?	22

Overview

Our Values and Vision:

'Creative hands, hearts and minds.'

'Preparing today's children for tomorrow's challenges.'

We believe that everyone is special, everyone is unique and everyone has their own wonderful talents to be nurtured and explored.



Core values: **co-operation**, **compassion**, **commitment**, **creativity** and **courage** underpin all our teaching and learning and are evident in all the relationships within our school community. They form the foundation of our ethos, creating a caring atmosphere where all are valued.



Christian values: **Honesty**, **Caring**, **Honesty**, **Peace**, **Fairness**, **Co-operation**, **Perseverance**, **Courage**, **Love**, **Thankfulness**, **Forgiveness**. The eleven Worship Focuses which interlink with our [5 Core Values](#).

Worcestershire County Council 'Local Offer'

The **Local Offer** details the range of support that is available across the County for all vulnerable learners.

Click [here](#) to access the local authority website for further information.

All Worcestershire maintained schools are expected to support pupils using the framework '**Ordinarily Available – Entitlement for all Pupils**'. This guidance details what provision should be provided for all pupils, with the needs of pupils with Special Educational Needs being met in a mainstream setting, wherever possible, where families want this to happen.

Click [here](#) for Special educational needs and disability (SEND) Government website.

How does Martley regard Special Educational Needs and Disabilities (SEND)?

Martley CE Primary School support inclusion and recognise that some pupils have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. In order to support them achieve their full potential, some pupils will need support. We take guidance from [Worcestershire Local Offer](#) to ensure that we are following the requirements as outlined in '[Special Educational Needs & Disabilities Code of Practice 0-25 years \(2014\)](#)' (commonly referred to as *The Code of Practice*).

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best,
- become confident individuals living fulfilling lives , and
- make a successful transition into adulthood, whether onto employment, further or higher education or training.

SEND provision will be considered within four broad categories:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We believe in equal opportunities and we try to meet the physical, emotional and learning needs of all of our pupils. This policy should therefore be read alongside Worcestershire's Local Offer, the Equality Policy, the SEND Policy and Accessibility Plan.

In line with the Code of Practice (2014), a child has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age;
or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, the SENCO, the head teacher and outside agencies, put appropriate interventions in place if necessary. We recognise three different levels of support for learning:

Wave 1 describes high-quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment. (All children have an entitlement to quality first teaching; therefore **Wave 1** is not classified as SEND SUPPORT).

Wave 2 describes specific, time-limited interventions, provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted as a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored, often individual, interventions to accelerate progress or enable children to achieve their potential.

We follow a graduated approach to identifying pupils with special educational needs and disabilities (SEND), providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, the SENCO, the head teacher and outside agencies, put appropriate interventions in place if necessary.

Assess: the class teacher and SENCO will clearly analyse a pupil's needs before identifying a child as needing SEND support

Plan: parents will be notified wherever it is decided that a pupil is to be provided with SEND support

Do: the class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she still retains responsibility for the pupil

Review: the effectiveness of the support will be reviewed in line with the agreed date

High quality teaching that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act (2014). All of the staff at Martley CE Primary School are part of the SEND team that includes governors,

staff, pupils, parents and other professionals. The school's SEND list is monitored at least termly. Pupils with Statements of SEND will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly.

What roles and responsibilities do staff within the school have?

Andrew Massey – Headteacher

Lucy Cox – Deputy Head

Cath Mabbort – SENCo

Shena Chilvers–SEND Governor, Communication TA and 1st Class @ Number trained

Linda Darby – Communication TA, Numicon trained

Kim Reeves - Success @ Arithmetic trained

Lynn Sivil and Kim Reeves - Success @ Arithmetic trained

How often do we consult with parents and carers of children with Special Educational Needs and Disabilities (SEND)?

Staff are happy to make themselves available for formal or informal consultations with parents and carers. However, there are also planned, regular opportunities for discussion and consultation:

- There is an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters.
- Parents are invited to provision meetings on a termly basis; this is in addition to biannual parents' evenings. At the termly meeting with parents, the school will: set clear goals, discuss the activities and support that will help achieve them and review progress and identify the responsibilities of the parent, pupil and the school
- Provision maps will contain activities and strategies for supporting learning targets at home; this will be in addition to class 'homework'.
- All parents receive a full school report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the school office
- Parents invited to attend Annual Review of Educational Health Care Plans (EHCP) and provide written feedback.
- School SEND policy and SEND Information Report is published on school website.
- Messaging through the use of Class Dojo, if necessary.
- For pupils working with outside agencies such as Speech and Language Therapist, Educational Psychologist etc. parents will be invited into school to meet with these outside professionals to understand the nature of the work taking place.
- We liaise with our local Family Support Worker who can support families in need.

How do we consult with our pupils with Special Educational Needs?

Along with the above we also:

- Where necessary, devise a 'One Page Profile' with the pupil.
- Encouraged pupils to discuss Individual Provision Maps (IPM) at the reviews and new IPM targets with their class teacher.

Pupils give feedback at their Annual Review meetings.

How do we adapt our curriculum and learning environment to include pupils with Special Educational Needs?

There is a strong emphasis on [quality first teaching](#) and a pupil centred approach to learning within Martley CE Primary which is monitored by the Senior Leadership Team (SLT), SENCo and Governors.

- Teachers are required to differentiate their teaching in order to take into account the learning needs of individual students and groups.
- Teaching Assistants are deployed according to need of individuals/groups and may provide support to individuals or small groups in or outside of the classroom.
- We provide additional learning support through interventions to support pupils with SEND.
- Pupils are assessed for Year Two and Six SATs access arrangements (modified large print papers/readers/scribes/extra-time).
- Extra Literacy and Numeracy intervention is targeted at pupils who are not making expected progress.
- Maths and Reading programmes (eg Success @ Arithmetic, 1st Class @ Number, Toe by Toe or Plus One), target individuals whose needs have been identified through screening.
- Where necessary, an external Family Support Worker provides additional emotional, social and behavioural support as well as support for learning.

We provide laptops and software, when needed to support pupils with SEND.

How do we support our pupils at times of transition?

Pre-School/Home to Reception

- Pre-school has its own SENCo who works in close collaboration with the school SENCo and other outside agencies.
- Positive relations are actively fostered between home and school.
- Sometimes, pupils enter reception with additional needs identified by pre-school settings or healthcare professionals, in which case, through close networking with pre-school providers, we can ensure that additional support/materials are in place on transition into school.
- Where necessary, we create visual prompts and take photographs so that pupils are more familiar with the new setting.
- Staff make observational visits to the feeder pre-school to see the pupil in their own setting.
- If required, during the Summer term, additional visits to the comprehensive transition programme.
- Where necessary, the Martley CE Primary School staff support the SEND pupils on transition days and beyond.

Year Six to Year Seven

- The majority of children transfer to The Chantry High School immediately adjacent to Martley CE Primary; however active liaison also takes place with other local High Schools.
- All pupils will be familiar with The Chantry High School (main feeder High School) due to the comprehensive range of sport, art and social activities which are actively fostered and supported by all cluster/feeder schools throughout each academic year.
- The school works in collaboration with other professionals to facilitate transition for vulnerable pupils.
- Careful matching of pupil to tutor who will best support their needs.
- Secondary School SEND staff to attend Year Six EHCP Annual Reviews.
- Martley CE Primary School staff to support, where necessary, the SEND pupils on transition days.
- Additional visits to the chosen Secondary School made by vulnerable pupils in Year Six in the Summer Term.
- The Martley CE Primary School staff liaises with Secondary SENCos.

Where necessary, the Secondary School SEND staff are invited to observe the pupils in their familiar setting.

Our Provision for pupils with SEND

Communication and Interaction: Speech, Language and Communication Needs (SLCN)

How we identify needs, assess and review progress?	How we adapt teaching to ensure access to the curriculum?	How we provide support and intervention for those with identified needs?
<p><u>How we identify need:</u></p> <ul style="list-style-type: none"> • Concerns expressed by parents. • Concerns expressed by staff. • Advice of specialist outside agencies. such as Speech and Language Therapy Team (SaLT). <p><u>How we access and review progress:</u></p> <ul style="list-style-type: none"> • Through whole school monitoring and assessment process. • Through the IPM and EHCP Annual Review process. • SEND scrutiny of progress at data collection points. • Use identification of need checklists from the Worcestershire's Speech, Language and Communication Pathway. • Use Speech and Language Link. 	<ul style="list-style-type: none"> • Modify our questioning and breakdown extended verbal instructions into smaller chunks. • Use of visual aids. • Encourage verbal use of subject-specific vocabulary. • Keywords recorded in exercise books. • Use resources such as Language For Learning, Language For Thinking or Word Aware. 	<ul style="list-style-type: none"> • Martley CE Primary School has two Communication Teaching Assistants (TA) who attend termly updates. • Advice is sought from Worcestershire's Speech, Language and Communication Pathway. • 1:1 Speech, Language Communication Needs (SLCN) programme with designated Communication TA or other TA. • Strategies and advice contained in IPMs. • We write 'social stories' with pupils with SLCN. • Advice from the Speech and Language Therapist is disseminated to staff. The advice is contained and delivered via the pupils IPM. • Pupils are identified on SEND list and staff are provided with a 'One Page Profile'. • Specific information and guidance to staff available in SEND Code of Practice (DfE, 2014, 2015).

Communication and Interaction: Autistic Spectrum Disorder/Condition (ASD)

How we identify needs, assess and review progress?	How we adapt teaching to ensure access to the curriculum?	How we provide support and intervention for those with identified needs?
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> Information from the child’s previous school setting is shared. Liaison with other professionals from the Autism/Complex Communication Needs (CCN) or Behaviour Support Team. Concerns expressed by staff or parents. <p><u>How we assess progress:</u></p> <ul style="list-style-type: none"> Involvement with The Umbrella Pathway. Via Autism/Complex Communication Needs (CCN) Team, Behaviour Support and/or Educational Psychologist advice. <p><u>How we review progress:</u></p> <ul style="list-style-type: none"> Via EHCP Annual Reviews. Review of Individual Provision Maps (IPMs). Through whole school monitoring and assessment process. Scrutiny of progress by SEND team at data collection points. 	<ul style="list-style-type: none"> Recommendations from outside agencies are followed to ensure pupils reach their full potential. All staff made aware through documents from the previous class teacher and SEND register. Pupils may need individual lunch and break time arrangements. ‘Time Out’ when required. Flexible approach to curriculum expectations. Support from the external Family Support Worker. Teachers respond sensitively to the needs of pupils with ASD providing a flexible approach to seating arrangements and awareness of the classroom environment on pupils. Pupils are provided with access to learning equipment such as wobble cushions, ‘fidget toys’ and timers. Use of visual timetables. 	<ul style="list-style-type: none"> Teaching assistant employed to support for identified pupils. Nurture group/self-esteem sessions. Use of social stories to help with understanding. Use of disabled changing areas and toilets where necessary. The SENCo and staff provide guidance on the development/training of the needs of the child. Collaboration between parents, staff and pupils is strong due to the use of Class Dojo and the setting up of a communication book if needed. Individual Provision Maps regularly updated to reflect recommendations from outside agencies. Pupils are identified on SEND list and staff are provided with a One Page Profile. Staff keep up to date with high quality training. Specific information and guidance to staff available in SEND Code of Practice (DfE, 2014, 2015).

Cognition and Learning: General/Moderate Learning Difficulties

How we identify needs, assess and review progress?	How we adapt teaching to ensure access to the curriculum?	How we provide support and intervention for those with identified needs?
<p><u>How we identify and assess needs:</u></p> <ul style="list-style-type: none"> • Pupil information from the previous class teacher or setting (EHCP Annual Reviews/IPMs/meetings). • Work scrutiny/pupil voice. • Concerns shared and assessments requested by staff or parents. • Assessments by other professionals such as a Learning Support Advisor Teacher and/or Educational Psychologist. <p><u>How we review progress:</u></p> <ul style="list-style-type: none"> • Through whole school monitoring and assessment. • Spelling and reading ages for Annual Reviews and Individual Provision Map (IPM) Reviews. • Educational Psychologist (EP) reports. • Learning Support Advisor Teacher (LST) reports. 	<ul style="list-style-type: none"> • Appropriate grouping by teachers. • Small SEND intervention groups where appropriate. • Teaching staff differentiate work to meet the learning needs of individual pupils. • Teaching Assistants are deployed to support the learning of individuals and groups within and outside of the classroom. • Students provided with extra time to complete tasks/process information. • Use of laptops where appropriate. • Differentiation of homework tasks. • Use of displays. • Access to learning apparatus is provided such as bead strings, 'Base 10', word mats and spelling lists are available for all pupils. • Use of visual aids. • The pupils preferred learning style is taken into consideration. • Staff mark content rather than spelling. 	<ul style="list-style-type: none"> • Teaching Assistants deployed to support individuals and groups. • Learning Mentors to support individuals and groups. • Deliver Literacy interventions such as Toe by Toe, Letters and Sounds, Read Write Inc. for pupils identified. • Deliver Numeracy interventions such as 1st Class @ Number or Success @ Arithmetic for identified pupils. • Specific information and guidance to staff available in SEND Code of Practice (DfE, 2014, 2015). • Individual Provision Maps regularly updated to reflect recommendations from outside agencies. • Pupils are identified on SEND list and staff are provided with a 'One Page Profile'.

Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress?	How we adapt teaching to ensure access to the curriculum?	How we provide support and intervention for those with identified needs?
<p><u>How we identify needs?</u></p> <ul style="list-style-type: none"> • Pupil information from previous school. • Parental/Staff concerns. • Work scrutiny/Pupil Voice. • Learning Support Advisory Teacher (LSAT), Educational Psychologist and other professional reports. • Specific Learning Difficulty (SpLD) screening in school. • Use identification of need checklists from the Worcestershire's Dyslexia Pathway. <p><u>How we assess and review progress?</u></p> <ul style="list-style-type: none"> • Educational Psychologist assessment. • LST assessments. • SpLD screening. • Through whole school monitoring and assessment process. • Individual Provision Map (IPM) reviews. • Annual Reviews of Educational Health Care Plan (EHCP). • In-school reading and spelling tests. 	<ul style="list-style-type: none"> • Encourage the use of coloured screens/overlays for reading. • Use of coloured paper for work sheets where appropriate. • Access to scribe and reader in lessons and tests. • Staff to mark for content rather than spelling. • Use of lap top in some lessons, if necessary. • Alternative methods of recording information encouraged. • Teachers provide hand-outs on colour paper rather than expecting extensive copying from the board. • Pupils are given extra time to process information and plan written work. • Staff differentiate in order to meet the needs of individual pupils and use IPM strategies as guidance. • Coloured background on Interactive White Board (IWB). • Consideration to the style of font used on IWB, displays and resources. 	<ul style="list-style-type: none"> • Specific information and guidance to staff available in SEND Code of Practice. • IPMs provide strategies to teaching staff and teaching assistants TAs to help support pupils. • 1:1 or small group SpLD teaching support. • Additional Literacy and Numeracy interventions. • Additional Numeracy interventions such as 1st Class @ Number, Success @ Arithmetic and Gifted and Talent maths workshops. • Additional Literacy interventions such as the Speed Up handwriting, Language for Thinking and Phonics. • Provided to parents with support and advice. • Use of laptops to complete extended pieces of writing, if necessary. • Participation on Toe by Toe Reading programme and Plus One/Power of 2 Numeracy programmes. • Participation on Occupational Health programmes such as Cool Kids and Jumbo Fun. • Some children will partake in the Boccia intervention at The Chantry Secondary School.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress?	How we adapt teaching to ensure access to the curriculum?	How we provide support and intervention for those with identified needs?
<p><u>How we identify needs?</u></p> <ul style="list-style-type: none"> • Pupil information from previous setting or class teacher. • Concerns expressed by parents/staff. • Through the Early Help process. • Through outside agency involvement such as Helen Worrall, Educational Psychologist and the Behaviour Support Team. • Through work scrutiny. • Through scrutiny of behaviour management policies. <p><u>How we assess and review progress?</u></p> <ul style="list-style-type: none"> • Internal assessments and reviews. • CAMHS/Health Care professionals. • Educational Welfare Services. • Early Help Process. • Via Core Group, Child In Need and Child Protection meetings. • Interim reports from staff. • Scrutiny of academic progress and learning habits via school reward system and whole school monitoring and reporting. 	<ul style="list-style-type: none"> • Care taken when deciding groups and seating arrangements. • Use of 'Time Out' where appropriate. • 'PIP/RIP' (Praise in public, reprimand in private). • Staff differentiate their teaching in order to meet the needs of individual pupils and use IPM strategies as guidance. • Teaching Assistants are deployed to support the learning of individuals and groups within and outside of the classroom. 	<ul style="list-style-type: none"> • Family Support Workers provide self-esteem, anxiety and enrichment programmes. • Test access arrangements. • Risk assessments for individual pupils. • Flexible timetable allowing for support. • Nurture group/Circle Time for identified pupils. • Positive Behaviour Targets. • Family Support Workers encourage 'pupil voice' in core group, Child In Need and Child Protection meetings. • Specific information and guidance to staff available in SEND Code of Practice (DfE, 2014, 2015).

Sensory and/or Physical: Hearing Impaired

How we identify needs, assess and review progress?	How we adapt teaching to ensure access to the curriculum?	How we provide support and intervention for those with identified needs?
<p><u>How we identify needs?</u></p> <ul style="list-style-type: none"> • Pupil information from previous setting or class teacher. • Liaison with Babcock Prime Sensory Inclusion Service. • Information from GP/hospital. • Information from School Nurse. • Staff/parental concerns. <p><u>How we assess?</u></p> <ul style="list-style-type: none"> • Through Sensory Inclusion Service. • Through GP/hospital. 	<ul style="list-style-type: none"> • Care taken to seat pupil appropriately within the classroom. • Consideration of how background noise can create difficulties in hearing. • Teachers may need to wear a transmitter when appropriate. • Teachers/TAs check for understanding. • TAs makes notes to allow pupils to listen to the teacher. 	<ul style="list-style-type: none"> • Needs identified in SEND Code of Practice. • Individual Provision Maps regularly updated to reflect recommendations of Sensory Inclusion Service. • Risk assessments completed, where necessary. • SATs access arrangements. • Specific information and guidance to staff available in SEND Code of Practice (DfE, 2014, 2015).

Sensory and/or Physical: Visually Impaired

How we identify needs, assess and review progress?	How we adapt teaching to ensure access to the curriculum?	How we provide support and intervention for those with identified needs?
<p><u>How we identify needs?</u></p> <ul style="list-style-type: none"> • Pupil information from previous school. • Liaison with the Babcock Prime Sensory Inclusion Service. • Health professionals: GP; consultants; school nurse, etc. • Information from parents. • Staff concerns. <p><u>How we assess and review progress?</u></p> <ul style="list-style-type: none"> • Via the Babcock Prime Sensory Inclusion Service. • Health professionals: GP; consultants; school nurse, etc. 	<ul style="list-style-type: none"> • Seating plan to allow for clear view of board/teacher • Written materials prepared in clear N12/14 type. • In practical lessons, pupil has access to own work area and is familiarised with equipment beforehand. 	<ul style="list-style-type: none"> • Sessions with Babcock Prime Sensory Inclusion Service. • Risk assessments completed. • SATs access arrangements. • Apply for modified large print SAT papers, wherever necessary. • Information to staff is updated on the advice of the Babcock Prime Sensory Inclusion Service or health professionals. • Specific information and guidance to staff available in SEND Code of Practice (DfE, 2014, 2015).

Sensory and/or Physical: Physical Difficulties

How we identify needs, assess and review progress?	How we adapt teaching to ensure access to the curriculum?	How we provide support and intervention for those with identified needs?
<p><u>How we identify need:</u></p> <ul style="list-style-type: none"> • Pupil information from previous setting or teacher. • Information from parents. • Information from health professionals: consultants, GP, school nurse, etc. • Liaison with the Babcock Prime Physical Disability Outreach Support Team. • Worcestershire Occupational Health assessments. • Staff concerns. • Using the Worcestershire Dyspraxia Pathway materials. <p><u>How we assess and review progress:</u></p> <ul style="list-style-type: none"> • From health professionals: consultants, GP, school nurse, etc. • Occupational health and other health reports. 	<ul style="list-style-type: none"> • Staff informed of the impact that the physical difficulties may have on learning. • Mutual designated agreed areas are available for break and lunchtimes, where necessary. • Modify curriculum appropriately and providing adjustments to allow for participation, e.g. in Physical Education. • Uses of access strategies, such as pencil grips, writing slopes, wobble cushions and weighted blankets. 	<ul style="list-style-type: none"> • Identified on SEND list. • Participation on the Jumbo Fun, Cool Kids or Smart Moves Occupational Health Programmes. • Staff provided with strategies on how to support the pupil in class. • Flexibility in leaving lessons early to navigate corridors safely. • Disabled toilet. • Staff and parents to collaborate, when necessary at the beginning and end of the day. • Provide lunchtime and breaktime supervision, when necessary. • Provide a referral route for assessment and intervention.

How do we involve parents and carers in the 'graduated approach' – 'assess, plan, do and review'?

- Staff are available for consultation during Parents' Evenings.
- Parents receive reviews of Individual Provision Maps and are invited to feed-back their views of any changes.
- Parents are informed if there are important changes to interventions available to their children.
- Parental views and permission are gained to enable contact with external agencies for additional support or advice.
- Parents written and verbal views are sought during the annual reviews of Educational Health Care Plans.
- Parents of pupils who are receiving intervention input are informed of progress made at the end of the programme.
- Meet with parents/carers of anyone on the SEND register at least three times a year.
- We actively involve parents and carers in decision-making;
- Have early discussions, with parent/carers that provide a good understanding of the pupil's areas of strengths and difficulties, the parent's/carer's concerns, the agreed outcomes sought for the child and the next steps;
- Ensure that information is **readily available** and discussed with the pupil's parents/carers.

How do we involve our pupils with Special Educational Needs in the assessment and review process?

- Students' views are sought as part of the review process of Statements/EHCPs.
- We actively involve pupils in decision-making.
- Staff collaboratively work with pupils when writing Individual Provision Maps and 'One Page Profiles'.
- Pupils are invited to join review meetings including Annual Reviews.

How do we ensure access to our facilities for all of our pupils?

- Martley CE Primary School endeavours to make reasonable adjustments both in terms of the learning and physical environment, to ensure that all pupils can access the facilities and opportunities on offer.
- The school's Accessibility Plan provides details regarding our on-going commitment to making reasonable adjustments for disabled pupils. These adjustments include modifications to buildings and site, as well as the provision of specialist equipment to support the inclusion and participation of disabled pupils.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

- We ensure that pupils on the SEND list are included, where possible, in all school activities and access the full range of educational, spiritual, moral, cultural and social opportunities that are available to their peers.
- We make referrals to the Worcestershire Family Support Workers team, when necessary.
- Enrichment activities available after school.
- Pupils with Educational Health Care Plans are supported on school trips, where appropriate.
- We endeavour to provide tailored extra-curricular activities.
- Some children will partake in the Boccia intervention at The Chantry Secondary School.

How do we assess and evaluate the effectiveness of our Special Educational Needs and Disabilities (SEND) provision and how we involve parents, carers and pupils in this process?

Along with monitoring children's progress in reading, writing, maths and science on a half termly basis we review their social and emotional well-being during pupil progress meetings. These meetings are held every half term with the Headteacher and class teachers. In these meetings the progress of pupils with SEND is a focus. It is expected that children will be making at least expected progress, the aim being accelerated progress in order that they will close the attainment gap. Personalised SEND provision is monitored by children and parents/carers on an at least termly basis, at provision meetings. These can be held more frequently if deemed necessary.

How do we obtain the services and provision required by our pupils with Special Educational Needs and Disabilities?

Additional intervention to support the learning of identified pupils may be provided through teachers and subject departments. However, where a pupil continues to make little or no progress over a sustained period, despite teacher or subject department-based support and interventions, we may consider involving specialists, including those secured by us or from outside agencies or other professionals. Parents will always be involved in any decision to involve specialists. Services, equipment and provision may be sought from:

- Babcock Prime Educational Psychology Service.
- Other professional Babcock Prime Learning/Behaviour/ASD Outreach packages purchased.
- Babcock Prime LSAT, where needed.
- School Nurse available in school.
- Babcock Prime Sensory Inclusion Service – visually and hearing-impaired students.
- Community Police.
- Family Support Worker (Karen Mosely).
- Initial Contact Team and Child in Need Teams.

How do we support the Emotional and Social development of our pupils with Special Educational Needs and Disabilities (SEND)?

We are mindful that pupils with SEND may become the victims of bullying due to their learning needs or disability. The school's Anti Bullying Policy outlines the school's commitment to tackling all bullying issues quickly and effectively. We further support the emotional and social development of pupils with SEND by offering the following services:

- Engagement of appropriate external agencies.
- Head teacher's survey/questionnaire.
- Pupil interviews.

How do we assess and evaluate the effectiveness of our Special Educational Needs (SEN) provision and how we involve parents, carers and pupils in this process?

- Through the EHCP Annual Review process.
- Parental feedback from Individual Provision Maps (IPMs).
- Review of IPMs leading to removal of pupil from SEND list as making expected progress.
- Pupil progress monitored in core subjects every half term.
- Internal SEND gap data analysis for English and maths.
- The SENCo termly reports to the Governors.
- Parents and pupils can complete questionnaires.

We involve parents in policy reviews.

How is Special Educational Needs and Disabilities (SEND) funded? Is there additional funding for pupils with SEND?

All schools receive funding for pupils with SEND. This funding may be spent on equipment, resources or staffing to support the child's individual needs. The local authority may top-up funding for pupils with a high level of need. If a child has an Education, Health and Care Plan there may be additional funding allocated. Parents are consulted on how this additional funding is spent. You will be notified if you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, the parents and the school.

What do I do if I have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs and Disabilities?

Martley CE Primary encourages parents to contact the school if they have any queries or concerns.

The initial point of contact for general enquiries is the class teacher. However, parents are invited to speak directly with the SENCo regarding specific learning support-related issues. Parents may contact the school by telephone to speak to the SENCo, or make an appointment for a meeting. Alternatively, parents and carers may email the SENCo directly with their queries if a meeting is not necessary. The SENCo liaises directed with other staff, including the Headteacher and will invite other staff, as appropriate.

SENCo – Cath Mabbort

Tel: 01299 896246

Martley Primary School