

Special Educational Needs and Disabilities Information Report 2017

SEND Information Report



Special Educational Needs
& Disabilities

This Information Report outlines Marine Academy Primary's approach to Special Educational Needs and Disabilities (SEND), their identification, management, opportunities, provision and the overall programme.

The Governors and staff of Marine Academy Primary have accepted the duties and responsibilities placed upon them by the 1996 Education Act and have adopted the principles of the SEN Code of Practice (originally written in 2014 and updated in 2015) concerning children with SEND.

At Marine Academy Primary and Nursery, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or ability.

We believe that:

1. All pupils are entitled to a broad, balanced, relevant and differentiated curriculum
2. All pupils are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves
3. The members of the Academy Trust together with the Senior Leadership Team and teachers will accept responsibility for pupils with SEND. All teachers are recognised as teachers of SEND.
4. More able pupils who also have SEND may require special provision or consideration, even though the needs of these children are not advertised by the SEN Code of Practice
5. Many pupils, other than those identified by the Academy may need temporary help and support during their school life as they face setbacks.

What is SEND?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94)

There are four broad areas of need for children with SEND, which may be linked to:

- ★ speech, language or communication needs
- ★ cognition and learning
- ★ social, mental and emotional health
- ★ Sensory and or physical needs



This means that a child may need additional support in order to access learning, such as:

- ★ specialised resources to help them with their learning
- ★ differentiated, individualised activities
- ★ targeted Interventions
- ★ support to take part in all school activities
- ★ access to outside agencies (if required)
- ★ an Academy Support Plan which will be shared with parents and will state the child's personalised targets

Who is responsible for children with SEND?



Class teachers are responsible for the day-to-day teaching of children with SEND in their class. Mrs Meredith holds the National Qualification for SENCo and as Headteacher, maintains overall responsibility for pupils with SEND. Mrs Meredith and Mrs Jones work closely together and with outside agencies if necessary, to guarantee the learning, care and safety of all children in our Academy.

Mrs Meredith is Headteacher and the Special Educational Needs Coordinator (SENCo). If you have any concerns regarding your child's learning she can be contacted directly via the Academy email address, primary@maineacademy.org.uk or an appointment can be made to see her through our admin team.





Mrs Jones is the Assistant Headteacher and SEN Leader. If you have any concerns regarding your child's learning she can be contacted directly via the Academy email address, primary@maineacademy.org.uk or an appointment can be made to see her through our admin team.

What is the Academy's approach to teaching children with SEND?



We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our Academy. There is an expectation that teachers will be highly aware of the learning needs of all children and will differentiate effectively their teaching strategies and resources.

The SENCo and SEN Leader will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.

How will the Academy know if my child has special educational needs?

We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENCO and SEN Leader coordinate this work across the whole Academy. There are many ways that we may identify a SEND for example:

- ★ Liaising with all Nursery providers and other primary schools to ensure that information on children transitioning into the Academy to ensure information is shared effectively.
- ★ Teachers carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties.
- ★ Parents may raise concerns about their child.
- ★ Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need.

How does the Academy assess and review the progress of children with SEND?

- ★ As an Academy we track and analyse children's progress in learning against age-related expectations on a termly basis.
- ★ The class teacher continually assesses children and notes areas where they are improving and where further support is needed.
- ★ Pupil Progress meetings are held each term with the class teacher and Mrs Meredith. In these meetings, children who are not making at least expected progress are highlighted and a plan is created.
- ★ Where specific needs are apparent, the Academy has a range of assessments which can be used to explore a child's strengths and difficulties in more detail.
- ★ Mrs Meredith reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the Governing Body.

How will the parents and children be consulted regarding the education and progress of children with SEND?

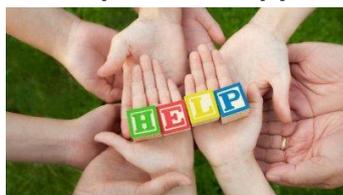
- ★ The progress of all children is reported to parents verbally three times per year and in writing through Annual Reports at the end of every academic year.
- ★ Children will be helped to complete an 'All about Me' page that explains how they feel the adults working with them can best support them.
- ★ Personalised targets are set, agreed and reviewed with parents.
- ★ Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENCo and SEN Leader (Mrs Meredith and Mrs Jones) each term to review progress. The views of the child and the parents will form a key part of these discussions.
- ★ Parents/Carers will be involved in all decisions to add or remove children from SEND support, in any changes to EHCPs, or if referral to outside agencies is being considered
- ★ Class teachers will be available at the beginning and end of each day if you wish to raise a concern. Arrangements can be made to speak in more detail to the class teacher or SENCo/SEN Leader at any time by appointment

- ★ Parents can access the services of Plymouth Information and Advice for SEND who provide impartial and confidential support relating to special educational needs. They can be reached by phone on 01752 258933 / 08009531131 or via email pias@plymouth.gov.uk

How will the curriculum be matched to the needs of children with SEND?

- ★ When a child has been identified with special educational needs the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings.
- ★ Class Teachers and/or Teaching Assistants (TAs) may work with the child in a 1-1 or small focus group to target more specific needs.
- ★ The child's progress will be monitored by the SENCo/SEN Leader.
- ★ If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors

What specialist support can be accessed by the Academy to support children with SEND?



There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:

- ★ The Communication and Interaction Team (CIT)
- ★ Dame Hanna Rogers Speech and Language Therapists (SaLT)
- ★ NHS Speech and Language Therapists (SaLT)
- ★ The Educational Psychology Service
- ★ School Nursing Service
- ★ Child Development Centre
- ★ Multi-Agency Support Team (MAST)
- ★ Child and Adolescent Mental Health Service (CAMHS)
- ★ Educational Welfare Officer
- ★ Banardo's

- ★ Social Care
- ★ Learning Mentor
- ★ Art Therapist
- ★ Outdoor Learning Therapist
- ★ Plymouth Information Advise and Support Service (PIAS)

How will children be supported when moving to a new class or when joining or leaving the Academy?



Many effective strategies are in place to enable each child's transition to be as smooth as possible.

- ★ Mrs Meredith, Mrs Jones or the class teacher will liaise with the SENCo or class teacher from the previous setting/school to pass on information regarding children with SEND.
- ★ Where a child may have more specialised needs, a separate 'Enhanced Transition Meeting' may be arranged with Mrs Meredith or Mrs Jones, the class teacher, staff from the new school, any outside agencies involved, the parents/carers and where appropriate, the child.
- ★ When children move between year groups, children spend time in their new classroom with their new teacher and if necessary a meeting between the current class teacher, the new class teacher and the parents.

How are Academy staff trained and supported to work with children with SEND?



We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among across th

e Academy and staff receive training when required.

How accessible is the Academy environment to children with SEND?

We are fully committed to ensuring that the Academy is accessible to all children and will always be happy to discuss individual requirements where necessary. The Academy has a number of ways in which it is accessible to all:

- ★ Designated disabled parking space in the main car park
- ★ Accessible toilet facilities by the main reception area and at the lower end of the Academy near the Key Stage One classes.
- ★ A lift situated on the lower level to provide access to the upper level.
- ★ The Academy grounds and outdoor learning are accessible for all children.

How will children with SEND be included in activities outside the classroom including school trips?



We have a very wide range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every student, including those with SEND. Risk assessments are carried out and procedures are put in place to enable all children to participate. When appropriate, extra-curricular activities specifically tailored to SEND children are delivered by specialist teachers.

How does the Academy support the emotional well-being of children with SEND?

- ★ The Academy offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development.
- ★ The services of a trained learning mentor are bought in by the Academy and are available to children.
- ★ Children identified social and emotional issues may partake in group or one to one intervention programmes organised by the SENCO.

Where can I find out more information regarding on the services available for children with special educational needs or disabilities?

The Plymouth Online Directory (POD) contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: <https://www.plymouthonlinedirectory.com>

School SEN
Information Report
- Local offer 

Concerns

If you have any concerns then please contact Mrs Meredith or Mrs Jones on the details provided on page 3 of this Information Report. If you would like to make a complaint, then please follow the Academy's Complaints Policy, which can be found by visiting http://www.marineacademy.org.uk/sites/default/files/assets/pages/files/MAP2_Complaints_Policy.pdf

