

Marwood School

Special Educational Needs Information Report 2020 - 2021

At Marwood School we aim to:

- Create an environment that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, assessed and provided for.
- Make clear the expectations of all partners in the process.
- Identify the roles and responsibilities of staff in providing for children's special educational needs.
- Enable all children to have full access to all elements of a motivating and creative school curriculum and school life.
- Enable all children to work towards promoting a positive self-image and self-worth.
- Ensure that parents are able to play their part in supporting their child's education.
- Ensure that our children have a voice in this process.

What are the areas of Special Educational Needs and Disability (SEND) for children:

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| 1 | <i>Cognition and Learning (moderate and severe) – C&L</i> |
| 2 | <i>Communication and Interaction – C&I</i> |
| 3 | <i>Social, Emotional and Mental Health – SEMH</i> |
| 4 | <i>Physical Disability - PD</i> |

For more detailed information on the 4 areas of special educational needs and/or on the 'graduated process,' used at school to assess, plan, do and review pupil progress, please go to the SEND Policy on this website

How we identify SEND:

Regulation information: - Equality Act, 2010
- Children and Families Act, 2014
- SEND Code of Practise, 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

From Children and Families Act 2014 clause 20:

1. A Child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she –

(a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

The *Equality Act* identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

How does the school know if children need extra help:

Early identification is vital. Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

All children are assessed regularly so that we can build upon their prior learning. We use this information to provide an appropriate curriculum for all our children.

In order to decide whether a pupil is having difficulty accessing learning the SENDCO (Special Educational Needs & Disabilities Coordinator) will have termly meetings with class teachers to discuss pupil progress. The progress of all pupils is monitored by the Senior Leadership Team (SLT). Where it is felt that progress is either below age expected or that a pupil is experiencing barriers to learning, the SENDCO and/ or class teacher will take steps to assess the pupil's area of need.

This may include any of the following:-

- Devon Graduated Response – Quick-checker sheet and Pupil Profile
- Speech and language assessment
- Reading comprehension check
- Dyslexia assessment

- Thrive assessment
- Maths assessment
- Seek support from outside agencies including Educational Psychology Services, Parent Support Advisor, CAMHS, Speech and Language Service, Occupational Therapy Service, Babcock LDP (SEND) Support Services.

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| Quick-checker Sheet (cause for concern) | The class teacher makes an initial identification and informs the SENDCO and parents at the earliest opportunity to share concerns and enlist their active support and participation. A 'Quick-checker Sheet' is completed by the class teacher and the concerns are recorded on a 'Concerns Register'. |
| SEND Support | The next level of support within school, to enable the child to learn more effectively, is SEND Support. This is when a child's name is included on the SEND register. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCO will work closely with staff to produce an individual Marwood My Plan or a multi-agency Devon Early Help Plan which outlines specific, measurable targets and strategies that will be used to support the child. This plan will show the short-term outcomes set for the child, and the teaching strategies and provisions to be used. It will also indicate the date for the plan to be reviewed. This review will take place three times a year. SEND Support My Plans are agreed and signed by the child, parent/ carer and teacher, and copies kept by all parties. Where needs are complex and severe, an Education Health Care Plan (EHCP) may be applied for. |

We work in partnership with Devon Local Authority

The Devon Local Offer for children and young people with SEND can be found here <https://new.devon.gov.uk/send/>

The Local Offer is a resource that provides parents with information about a range of services and provision available in the local area. Local authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND, aged from 0 to 25.

People who support children with Special Educational Needs or Disabilities at Marwood School

| People | Summary of responsibilities |
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| Class teacher | <p>He/she is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children’s needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (targeted work, physical and practical activities, additional support, adapting resources – to enable children to access their learning as independently as possible) and talk about this to the SENDCO and the parents/carers as necessary. • Writing class provision maps and individual My Plans (previously known as individual education plans IEP) with the SENDCO, and sharing these with parents termly. • Ensure that all staff and TAs working with your child in school are aware of your child’s individual needs and of any adjustments which need to be made to enable them to be included and to make progress. • Helping children to manage their emotions and behaviour and to take part in learning effectively and safely. • Ensuring that the school’s SEND practise is followed in their classroom and for all the pupils with any SEND. <p><i>You can contact the class teacher for an appointment at the beginning or end of the school day to speak informally or via their school email address.</i></p> |
| Special Educational Needs & Disability Coordinator (SENDCO): <i>Corinne Lethaby</i> | <p>She is responsible for and will use her best endeavours to:</p> <ul style="list-style-type: none"> • Coordinate all the support for children with SEND and develop the school’s SEND practise to make sure all children get a consistent, high quality response to meeting their needs. • Ensure you are involved in supporting your child’s learning. • Ensure you are kept informed about the support your child is getting • Ensure you are involved in reviewing how they are doing and planning ahead for them. • Write Pupil Profiles with the class teacher on pupils with more complex and severe SEND needs, which are shared with ALL school staff |

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| | <ul style="list-style-type: none"> • Liaise with the school nurse and parents/carers to ensure all Health care Plans are up to date and have been shared with ALL school staff. • Overseeing referrals to outside agencies and completing documentation required by professionals and Devon LA. • Liaise with all the other people who may be coming into school to help your child e.g. Educational Psychologist. • Update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known and understood) and track your child's record of progress and need. • Provide specialist support and training and/ or recommend training courses run by outside agencies for teachers and support staff/ TAs, that are relevant to the needs of specific children in their class. • Support your child's teacher to write an individual My Plan which identifies targets for pupils with more complex needs, based on small steps and measureable targets, discussing, sharing and reviewing with parents, child and teacher jointly, at least once a term at TAF (team around the family) meetings. • Organise training for staff. • Coordinate SEND interventions. • Liaise with other SENDCOs within the Braunton Learning Community to ensure consistency of approach and practise. • Liaise and ensure smooth transition between different educational phases. • Coordinating and submitting the SEND audit with support from the Head Teacher. <p><i>Mrs Lethaby (SENDCO) can be contacted for an appointment or informal meeting by school email:</i> clethaby@marwood.devon.sch.uk</p> |
| <p>Headteacher (HT): <i>Alun Dobson</i></p> | <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • Entrusting the daily responsibility for SEND to the SENDCO and class teachers, and overseeing the effectiveness of this. • Together with the SENDCO oversee the effectiveness of provision for children with SEND and develop the school's SEND practise to ensure all children get a consistent, high quality response to meeting his or her needs in school. • Monitor, track and analyse the progress and attainment of all pupils • Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND. |

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| | <i>Mr Dobson can be contacted by the school office for an appointment or by email adobson@marwood.devon.sch.uk</i> |
| SEND Governor: <i>Tom Barfield</i> | <p>He is responsible for:</p> <ul style="list-style-type: none"> • Making sure the school has an up to date SEND policy and SEND Information Report. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve his or her potential in school. <p><i>Mr Tom Barfield is the SEND Governor. He can be contacted by the school office for an appointment.</i></p> |

How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority and Babcock support services such as the Autistic Spectrum Disorder (ASD) Outreach Team or Sensory Support (for students with a hearing or visual need) from the Communication and Interaction team
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy or Occupational Therapy (OT) Service
- Specialist teachers from Queen Elizabeth School who advise on Specific Learning Difficulties (SpLD).

School staff work in partnership with a variety of agencies, alongside the parent/carer, and a lead professional (often the school SENDCO) may begin the Devon Assessment (DAF) process to ensure support is offered to the family to access outside agencies.

| Types of support | What would this mean for my child? | Who receives this support? |
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| Class teacher – high quality teaching | <p>1) Ensure that the teacher has the highest possible expectations for your child and all pupils in their class.</p> <p>2) Ensure that all teaching is based on building on what</p> | All children at this school. |

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| | <p>your child already knows, can do and can understand.</p> <p>3) Differentiating tasks, scaffold and support learning appropriately using different ways of teaching so that your child is fully involved in learning in class.</p> <p>4) Putting in place specific strategies (which may have been suggested by the SENDCO or outside staff) to support your child.</p> | |
| <p>Specific small group work which may be:</p> <ul style="list-style-type: none"> -Run in the class-room or outside -Run by the teacher, class TA or LSA <p>These are generally called 'intervention groups' by schools.</p> | <p>Your child's teacher or SENDCO will have monitored your child's progress and will have planned specific group work to help close the gap between your child's achievement and that of his/ her peers.</p> <p>A Teaching Assistant (TA) or Learning Support Assistant (LSA) will run these small group or 1:1 sessions using the teacher's targets or a recommended programme.</p> <p>Each child's progress is evaluated regularly, before and after the period of intervention.</p> | <p>Any child who has specific gaps in his/ her understanding of a subject/ area of learning.</p> |
| <p>Individual support</p> | <p>Sometimes your child may need specialist support from a professional from an outside agency or multi-agencies. This may be delivered in or out of school.</p> <p>In Devon this process is known as Early Help for Families in Devon: Assessment and Plan & Review. This has been developed to provide a coordinated system:</p> | <p>Children whose learning needs are severe, complex or lifelong, and require specialist support advice in addition to the support they already receive in school.</p> |

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| | <p>All Early Help for Families in Devon Plans are reviewed termly at Team Around the Family (TAF) meetings.</p> | |
| <p>Children with Education, Health and Care Plans (EHC Plan)</p> | <p>The school, or you, can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process and you can find out more detail about this in the Local Offer on the Devon County website: https://new.devon.gov.uk/send/</p> <p>After the school have sent in the request to the LA it will be decided whether your child needs statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice as appropriate.</p> <p>After the reports have been sent in, the LA will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case they will write an EHC Plan.</p> <p>The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long and short term goals for your child.</p> <p>An additional adult may be used to support your child with whole class learning, run</p> | <p>Children with complex, severe or lifelong needs</p> |

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| | <p>individual programmes or run small groups including your child.</p> <p>Where children have an EHCP or statement then annual reviews also take place with all adults involved with the child's education.</p> | |
| <p>How will we support your child identified with special needs before starting school?</p> | <p>1) We would like you to visit the school with your child to have a look around and speak to staff.</p> <p>2) If other professionals are already involved a meeting may be held to discuss your child's needs, share strategies used and ensure provision is put into place before your child starts. If possible we would ask for supporting documents to be sent to us from professionals/ other provisions, to support the transition.</p> <p>3) We may visit your child if he or she is attending another provision.</p> <p>4) We may suggest writing a plan of action to help get your child to settle more easily.</p> | |
| <p>How can I let the school know I am concerned about my child's progress in school?</p> | <p>1) If you have concerns about your child's progress you should speak to your child's class teacher.</p> <p>2) You can also speak to the SENDCO</p> <p>3) The Head Teacher (HT) can be contacted if you have concerns about how your child's SEND is being managed.</p> | |
| <p>How will the school let me know if they have any concerns about my child's learning in school?</p> | <p>Where there are concerns about your child's progress or learning, the teacher may raise this with the SENDCO.</p> <p>The school has termly pupil progress meetings to monitor progress of all pupils.</p> <p>If there are further concerns about your child's learning, the school will discuss this with you: any concerns you may have, to plan for any additional support your child may receive, to discuss any referrals to outside professionals to support your child's learning, and how we can work together to support your child at home/ school.</p> <p>You will be informed of your child's progress and attainment at Parent/Carers Evenings in the Autumn and will receive a school report at the end of the Spring Term. We hold an open afternoon in the Summer Term.</p> | |

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| <p>How is extra support allocated to children?</p> | <p>Extra in class support or group intervention is allocated by the class teacher, SENDCO or other professional involved with your child, depending on their level of need.</p> <p>Extra support from external professionals can be requested by the school.</p> <p>Progress of all interventions and support is reviewed regularly to evaluate progress and to see whether changes can/ should be made. The school budget, received from Devon County Council includes money for supporting children with SEND. From the overall school budget, the HT decides on the budget for SEND, in consultation with the school governors, on the basis of the needs of the children in the school.</p> <p>The HT and the SENDCO will discuss all the information they have about SEND in the school and decide what resources, training and support is needed, so that resources are shared as effectively as possible for each child with SEND needs.</p> |
| <p>Pupil Voice</p> | <p>Whenever appropriate, from an early age, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.</p> <p>Key Stage 2 SEND pupils are invited to and encouraged to attend termly review meetings to make judgements about their own performance. To support them in this process they complete a 'Listen to Me' sheet with the support of a TA. This same sheet is completed by key Stage 1 pupils with a TA, so that although they may choose not to attend the review meeting, their voice can still be heard and listened to.</p> |

Who are the other people providing services to children with SEND in this school?

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| <p>A. Directly funded by the school or Braunton Learning Community</p> | <ul style="list-style-type: none"> - Parent Support Advisor - Educational Psychology - Specialist Advisory Teacher |
| <p>B. Paid for centrally by the Local Authority but delivered in school</p> | <ul style="list-style-type: none"> - Autism outreach services - Sensory support for children with visual or hearing needs - Speech and language therapy - Occupational therapy - Physiotherapy |

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| | <ul style="list-style-type: none"> - Behaviour support advisors - Professional training for school staff to deliver medical interventions - Parent partnership services: DIAS (Devon Information, Advice and Support for SEND) |
| C. Provided by the Health Service (NHS) | <ul style="list-style-type: none"> - School nurse - Speech and language therapist - Children and Mental Health Services (CAMHS) - GP |
| D. Voluntary agencies/ charities | <ul style="list-style-type: none"> - please see Local Offer - North Devon Forum for Autism and ADHD - Sunrise: ethnic diversity culture and EAL |
| E. External Agencies to whom we refer appropriate children | <ul style="list-style-type: none"> - CAMHS - SPA Virgincare - Children centres |

For further information on this go to SEND Code of Practice: 0 to 25 years (Government Publications)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What provision is currently available for children with SEND?

Cognition and Learning

- Daily Letters and Sounds
- Specialist Phonics teaching
- Precision Teaching
- Pre-teaching
- Support for Spelling interventions
- 1:1 Reading program
- Guided reading
- Early Literacy Support (ELS) interventions
- Speech and Language Link assessments
- Story mapping and graphic organizers to support working memory
- NESSY
- TRUGS
- Toe-by-toe
- Memory Magic
- 1:1 Literacy support
- Dyslexia friendly classrooms
- Counting to Calculating intervention
- Rock Star Times Tables online program, Prodigy and variety of others

- Objective-led differentiated Maths provision
- Plus 1 and Power of 2; 1:1 Maths support

Communication and Interaction

- Speech and Language Link assessments
- Speech Link interventions
- Language Link Intervention groups
- Comic strip conversation and social stories
- External support from Speech and Language Therapists
- Visual timetables
- 1:1 Letters and Sounds

Social, Emotional and Mental Health

- Specialist TA team
- Dedicated Safeguarding team
- Class or group PSHE/ SEAL lessons
- Class reward systems and certificates
- Worry/ stress toys
- THRIVE intervention groups
- Drawing4Talking intervention
- Staff trained in Safe Handling Practices (PIPS)
- Auditory/working memory activities
- Values led skills curriculum, including PSHE and SEAL
- THRIVE based activities in class
- Comic strip conversation
- Specialist mental health practitioners
- Attachment based mentoring
- Stormbreak interactive class sessions

Physical/Sensory

- Funfit – gross and fine motor
- Writing slopes
- Wobble cushion
- Toilet handles
- Choice of pencil grips and pencils/ pens
- Speed Up! intervention
- Coloured overlays
- Occupational therapy & Physiotherapy individualised programmes
- Typing familiarity intervention
- Peer massage
- Soundfield System and mini mic
- Individual Health Care Plans

What specialist expertise and training do staff have?

- Safeguarding Level 3 and 2
- PREVENT

- SENCO Diploma Award
- Precision Teaching
- Behavior Support
- Language Links
- Speech Links
- Dyslexia DEST Assessment
- Hearing Impaired training and the Soundfields System
- NESSY
- Speech and Language
- DEAP (Devon Enhanced Autism Programme)
- Anxiety & Normal Magic
- Early Help 4 Mental Health
- Early Literacy Support
- THRIVE
- Attachment Based Mentoring
- Talking4Drawing
- Graduated Response Toolkit
- Safe Handling Practices (PIPS)
- First Aid training

Other ways that we will support your child

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| <p>How will we measure the progress of your child in school?</p> | <p>Your child's progress is continually monitored by his/her class teacher. Attendance, engagement in learning and behavior are also monitored. His/her progress is reviewed termly.</p> <p>When your child enters school in Reception Year they will be baseline assessed by the class teacher.</p> <p>If your child is in Year 1 or above, but not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called the 'engagement scales' (previously known as the 'P levels').</p> <p>At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. We can provide readers or scribes for SATs if a need has been identified.</p> |
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| | <p>At the end of year 1 a formal phonics assessment, 'Phonics Screening', is carried out. If children are exempt from this due to working below the level of assessment, they will be assessed at the end of year 2 instead.</p> <p>The progress of children with a statement of SEND or an EHCP is formally reviewed at an Annual Review with parents and all other professionals involved.</p> <p>The SENDCO will have an overview of your child's progress.</p> <p>A range of ways to keep you informed may include:</p> <ul style="list-style-type: none"> • Home-school book • Letters/ certificates sent home • Additional meetings as required |
| <p>What support do we have for you as a parent with a child with SEND?</p> | <p>We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school.</p> <p>The SENDCO is available to meet with you to discuss your child's progress or any concerns you may have.</p> <p>All information from outside professional agencies may be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO may also arrange to meet with you to discuss any new arrangements and ideas suggested by outside agencies for your child.</p> <p>Signpost you to DIAS as appropriate.</p> <p>Review My Plans or statements/ EHCPs with you and your child termly (and annually)</p> <p>Home work may be adjusted to your child's individual needs.</p> |
| <p>How have we made this school physically accessible to children with SEND?</p> | <ul style="list-style-type: none"> • The school is accessible to children with physical difficulties via ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has disabled toilet facilities. |
| <p>How will we support your child when they leave this school or moving on to another class?</p> | <p>We recognize that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:</p> |

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| | <ol style="list-style-type: none"> 1. We can contact the new school's SENDCO to pass on any special arrangements or support that need to be made for your child. 2. We will make sure that all record about your child are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information and relevant documents (including My Plans) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place. • If your child would be helped by a book, or other resources to support them understand moving on, then it may be made for them. • There will be an opportunity for children to meet with their new teacher and other adults who will be working with them, and to see their new classroom. <p>In year 5 (in the summer term)</p> <ul style="list-style-type: none"> • Children with Statements or EHCPs will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate secondary school options. <p>In year 6:</p> <ul style="list-style-type: none"> • The SENDCO from the secondary school will attend the statement/ EHCP review or a TAF meeting. • We arrange extra transition visits for your child to become familiar with their new surroundings. • In some cases staff from the new school visit your child in this school. |
| <p>How will we support your child when they join our school part-way through the year?</p> | <p>If your child is planning on moving to our school:</p> <ul style="list-style-type: none"> • We invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved with the child, a meeting of all the professionals (TAF meeting) may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts. • We may put 'settling in' strategies in place <p>If your child has moved to our school without a transition:</p> <ul style="list-style-type: none"> • we will contact the previous school to arrange for transfer of information as soon as possible |

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| | <ul style="list-style-type: none"> • your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals. |
| What would I do if I suspect my child is being bullied? | The school recognizes that SEND children are potentially vulnerable to being bullied. Should this occur the school would adhere to the school's anti-bullying policy and procedure. |
| How do we complain if things seem to be going wrong? | If there is a concern which is not resolved by the actions described please refer to the school's complaint procedure. If in the event that a problem cannot be resolved, then mediation support is available. |

SEND Interventions under Covid-19

At Marwood School we are following DfE and Devon County Council guidance for staff working with pupils who have additional needs requiring an intervention in either small groups or one-to-one.

Support staff will:

- keep socially distant whilst sitting 'alongside' a pupil or whilst teaching from the front
- wear a face visor when sitting at opposite ends of a table, facing a pupil to deliver a 15 minute speech intervention
- all pupils to bring their own stationary to use, except for 'Speed Up!' where a special set of writing equipment will be provided for each pupil for their sole use during the entirety of the intervention
- all surfaces will be cleaned after and between all interventions throughout the day
- all equipment touched/used will be cleaned or placed to one side for 72 hours following an intervention when used between bubbles, for example sloped boards, TRUGS cards, chrome books, OT fine motor funfit equipment
- pupils from different bubbles (KS1/KS2) will not be mixed or placed together within an intervention
- use of a pointer to show/draw pupil's attention to some aspect of work
- only one pupil at a time working with an adult in the SEND group room
- small intervention groups to work in the THRIVE room

Other school information that may be of interest

1. Accessibility Policy
2. Behavior Policy
3. Safeguarding Policy

4. SEND Policy – *more detailed information on the 4 areas of special educational needs and/or on the 'graduated process,' used at school to assess, plan, do and review pupil progress, can be found in the SEND Policy on this website*

Updated and reviewed by Corinne Lethaby
September 2020