

SEND Information Report 2022-2023

Introduction

Marwood School's ethos is an inclusive one. It's guiding principle is that it will provide a foundation for life through learning and personal development in a nurturing, caring and stimulating environment where individuals feel valued; where endeavour is encouraged and fostered; where promotion of high morale and good behaviour is considered important and where all children, including those with SEND, become increasingly aware of, and responsible for, their own learning. Working in partnership with parents our aim is for children to be confident, thinking people, capable of independence and caring. This SEND Information Report outlines the provision and support that is available in our school for those children with SEND.

What are our school aims and objectives for children with SEND?

Marwood School is a mainstream school with an inclusive ethos. We support children with a wide range of needs within the **four categories of special education needs**:

- **Cognition and learning**
- **Communication and interaction**
- **Social/emotional**
- **Physical/sensory**

Through training, experience and best practice teaching, all staff in school can identify and provide for those pupils who have special educational needs or disabilities. Our programme of support is inclusive and individualised, based on the specific needs of each child.

Communication with parents and the children are at the forefront of our provision. We use a **graduated approach** (see below), and seek advice from outside agencies when relevant.

What is the Local Offer?

All Devon Local Authority (LA) maintained schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in the school. Local Authorities and schools are required to publish and review information about services available for the children and young people in Devon with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer' and can be found here: [Special educational needs and disabilities \(SEND\) Local Offer - Education and Families \(devon.gov.uk\)](https://www.devon.gov.uk/special-educational-needs-and-disabilities-send-local-offer-education-and-families)

Who is responsible for my child's progress in school?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need
- Taking a Graduated Response approach to support - assessing, planning, implementing and reviewing children's progress.
- Personalising teaching and learning for your child as identified.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.
- Liaising with the SEND team to plan additional support/provision/resources.
- Managing their Teaching Assistants in class to support children and to lead individual or small group interventions.

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.

The Special Educational Needs and Disability Coordinator (SENDCo) is responsible for:

- Developing and reviewing the school's SEND policy and procedures.
- Coordinating all support for children with SEND.
- Ensuring that you are involved in assessing, planning and implementing support for your child.
- Liaising with outside professionals who come into the school, e.g. Speech and Language Therapists, Educational Psychologists.
- Updating the school's SEND Register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing training, support and resources for teachers and support staff in the school.

Mrs Jennie Cousins (SENDCo) can be contacted for an appointment or informal meeting by school email: send@marwood.devon.sch.uk

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met.
- Keeping the Governing Body up to date about matters relating to SEND.

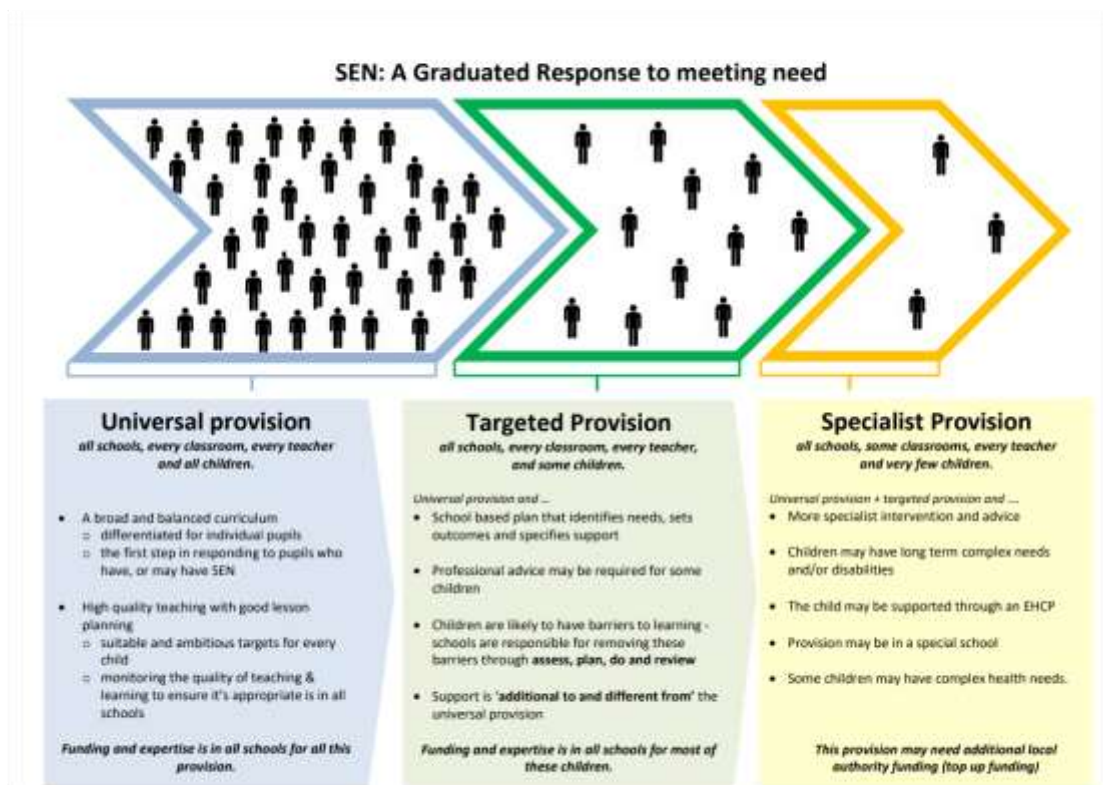
Mr Alun Dobson can be contacted by the school office for an appointment or by email adobson@marwood.devon.sch.uk

The SEND Governor is responsible for:

- Holding the Headteacher/SENDCo to account regarding support for children with SEND.

Mr Tom Barfield is the SEND Governor. He can be contacted by the school office for an appointment – admin@marwood.devon.sch.uk

A Graduated Response approach



The progress made by all pupils is regularly monitored and reviewed and all children are provided with **Universal Provision** (see image above).

Some children will require additional support that is different to/in addition to what other children require. In this instance, the class teacher will work with our Special Educational Needs Coordinator (SENDCo) to review the need for additional support. This is known as **Targeted Provision**. A record of this additional support is called a **My Plan** and this is reviewed termly. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

Where a pupil does not respond to targeted provision and they require more specialist/increased support, this is known as **Specialist Provision**. This can (but not always) be in the form of an Education Health Care Plan, which is a statutory document that ensures long term and specialist support for children who have long term and complex needs.

This process from Universal to Targeted to Specialist Provision is monitored and reviewed under a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the Graduated Response approach – assess, plan, do, review (see illustration below)**.

Assess = a thorough analysis of the child's needs looking at the pupil's attainment and development in comparison to their peers, parent's views and experience, the pupil's views and, if relevant, advice from external support services.

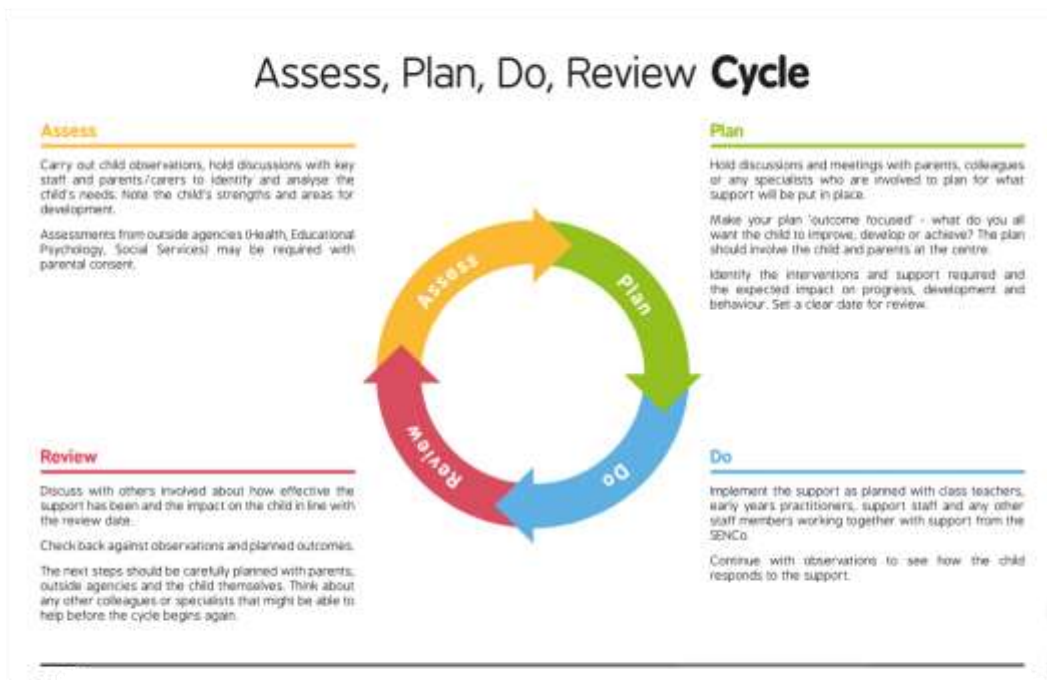
Plan = parents/carers, with their child (where relevant) meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development.

Do = the class teacher implements any recommendations from the action points and works closely with any teaching assistants or specialist staff involved. The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review = action points are reviewed termly with teaching staff, parents and children. Interventions and additional support are monitored regularly by senior leaders to assess their impact on the children's learning and wellbeing. Examples of how we evaluate the impact of our work include:

- Targeted interventions running for a specified time with measurable objectives
- Provision maps to monitor additional support in place in the classroom
- Regular formal and informal communication with staff, parents/carers and children
- Termly meetings with teaching staff, children and parents to review action points and assess the impact of support

- Regular monitoring and observations by the SEND team
- Termly analysis of children's academic progress
- Annual Reviews of Education and Health Care Plans



What type of support do we offer children in school?

Our provision for children with special educational needs or disabilities includes:

<u>Cognition and Learning needs</u>	<u>Social, Emotional and Mental Health needs</u>
<ul style="list-style-type: none"> • Precision teaching interventions • Pre-teaching • Support for Spelling interventions • 1:1 Reading program • Guided reading • Early Literacy Support (ELS) interventions • Speech and Language Link assessments and interventions • Story mapping and graphic organizers to support working memory • Nessy.com reading and spelling programme • Toe-by-toe • Memory Magic • Dyslexia friendly classrooms • Times Table Rock Stars online program 	<ul style="list-style-type: none"> • Specialist Pastoral TA team • Dedicated Safeguarding team • Class or group PSHE/ SEAL lessons • Whole school reward systems and certificates • Worry/ stress toys • Thrive 1:1 and group intervention • Dedicated Thrive room • Staff trained in Safe Handling Practices (PIPS) • Values led skills curriculum, including PSHE, SEAL and British Values • THRIVE based activities in class • Comic strip conversation • Specialist mental health practitioners • Mental health supervision for staff • Family support and referrals to external agencies through the Early Help system

<ul style="list-style-type: none"> • Objective-led differentiated Maths provision • Counting to Calculating 	<ul style="list-style-type: none"> • Play Buddies and additional support in the playground
<p style="text-align: center;"><u>Communication and Interaction needs</u></p> <ul style="list-style-type: none"> • Speech and Language Link assessments • Speech Link interventions • Language Link Intervention groups • Comic strip conversation and social stories • Social skills interventions • External support from Speech and Language Therapists • Now and Next boards • 1:1 Letters and Sounds • Visual resources using Widget.com software, i.e. timetables, prompt cards, communication cards 	<p style="text-align: center;"><u>Physical/Sensory needs</u></p> <ul style="list-style-type: none"> • 1:1 and small group Funfit interventions • Dedicated areas and equipment in school for sensory breaks/regulation, e.g. outside play area, trim trail, exercise balls, fiddle toys • Resources in class, e.g. writing slopes, individual sensory boxes, calming spaces, choice of pencil grips and pencils/pens • Occupational Therapy interventions • Individual Health Care Plans • Individual programmes for sensory diets • Fine and gross motor skills interventions • Access to the Public Health Nursing Team

How do we consult with parents and carers?

As part of **Universal Provision**, parents are kept up to date through parents' evenings and regular communication with their class teacher.

For children receiving **Targeted Provision**, parents (and children where relevant) are invited to a termly meeting to discuss their child's needs. Alongside this, the SENDCo/class teacher communicates regularly with parents/carers on when needed to ensure a child's progress.

For children with an **Education Health Care Plan (EHCP)**, an Annual Review takes place each year with the SENDCo, class teacher/key worker, parents/carers, child (where appropriate) and any relevant outside professionals. Children with an EHCP also have termly meetings to review their termly My Plan targets.

How do we consult with children?

- Their class teacher provides regular verbal and written feedback in class.
- The teacher will also feedback the results from formal assessments, where appropriate.
- Children are actively encouraged to attend Parents Evenings' with their parents/carers.
- Children know the final learning objectives for each teaching sequence and as such, are actively involved in their learning journey.
- Teachers share My Plans with children, and children are involved in reviewing these.

- Children contribute their views prior to family meetings and EHCP Annual Reviews. Where appropriate, children are also invited to attend these meetings.
- The School Council gives children the opportunity to share their views about the wider school community. School Council has SEND children as councillors.

How is extra support allocated to children?

- The school budget, received from Devon LA, includes money for supporting children with SEND.
- The Headteacher decides on the deployment of resources for children with SEND, in consultation with the School Governors and SENDCo, on the basis of needs in the school.
- The Headteacher and SENDCo meet regularly to discuss/monitor the support/resources in place and decide what further resources/training/support is needed.
- An annual SEND Action Plan is also used to identify whole-school support/training needs for the year ahead.

Which external agencies do we use?

When required, and with consultation with parents and children, we seek support and guidance from external experts. These include:

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| - Educational Psychologists | - Young Carers |
| - Social, Emotional, Mental Health team | - The Wave Project |
| - Early Help Coordinators | - Future's Farm |
| - Family Intervention Team | - The Wholelife Project |
| - Speech and Language Therapists | - Devon Specific Literacy Difficulties team |
| - Occupational Therapists | - Lampard Outreach services |
| - Communication and Interaction team | - Devon Inclusion team |
| - Education Welfare Officer | - Sunrise |
| - Child and Adult Mental Health Services (CAMHS) | - Single Point of Access (SPA) |
| - The Physical Disability/ICT team | - DIAS |
| - Action for Children | |
| - Carewise | |

How do we adapt the curriculum and our teaching to meet the needs of children with SEND?

Our diverse and engaging curriculum caters for the needs of all types of learners through a rolling programme of topics. We use forest schools, activities and trips outside of the classroom to support children to become positive contributors to society. Through best practice teaching, children are immersed in differentiated learning to suit their individual needs. Regular training for all school staff ensures continued professional development regarding adapting the curriculum and the learning environment to meet the needs of all children. Senior leadership monitors the impact of teaching for all children.

How do we provide for more able pupils?

Pupils who are exceeding national expectations within any curriculum area will be provided with differentiated and extension activities in the classroom. Pupils benefit from high ceiling, open ended tasks which encourage high levels of problem solving and questioning.

What expertise and training does staff have?

Our teachers and learning support assistants have a wide range of qualifications, training and experience. These include:

- Safe Handling Practices (PIPS)
- Safeguarding Level 2 and 3
- Devon Enhanced Autism Programme
- Making Sense of Autism
- Reading Recovery
- Boxall Profiling
- Counting to Calculating
- Memory Magic
- PREVENT and Channel
- SEND Code of Practice
- Thrive
- Mindfulness
- Precision Teaching training
- Introduction to Total Communication
- Understanding Selective Mutism
- Practical Solutions for Dyslexia
- Screening for Dyslexia
- Attachment Based Mentoring
- Anxiety and Normal Magic
- Early Literacy Support
- Drawing 4 Talking
- Graduated Response Toolkit
- First Aid
- EpiPen Training
- Behaviour Support
- Early Help 4 Mental Health
- Mental Health Ambassadors
- Bereavement counselling

How will the teaching be adapted for my child?

- Class teachers plan lessons according to the specific needs of all groups of children in their class.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How do we measure the progress of your child at Marwood?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Senior Leadership Team every term in reading, writing and numeracy.
- Where necessary, children will have a My Plan, based on targets set by the class teacher, SENDCo and appropriate professionals. Targets will be set and are designed to accelerate learning and close the gap. Progress against these targets will be reviewed termly.
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.
- Regular book scrutiny, lesson observations and learning walks are carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support is there for me as a parent/carer of a child with SEND?

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The SENDCo can also offer advice/signposting to support groups/agencies.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Targets set in My Plans will be reviewed with your involvement every term.
- Family support through Early Help is available.

Is the school accessible for all pupils?

Our current provision meets the needs of the children we have in school with disabilities. Our buildings are adapted (ramps and disabled toilet facilities) and the appropriate resources are provided for any new children joining the school, or for any changes in an existing child's requirements. We seek regular feedback from Health and Safety advisors and support from the Devon Physical Disability/ICT team and Occupational Therapists.

How will we support your child when they are joining Marwood, leaving Marwood or moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-school/nursery when appropriate.
- The Foundation Stage team will carry out home visits in order to meet your child in an environment where they feel comfortable and confident.
- A transition book/passport can be offered if required.
- Your child will be able to visit Marwood and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the SENDCo at your child's new school and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on.
- A transition book/passport can be offered if required.

When moving classes at Marwood:

- Information will be passed on to the new class teacher in advance and transition meetings will take place with the new teacher. All information will be shared with the new teacher.
- A transition book/passport can be offered if required.

When moving from Year 6 to Secondary School

- The SENDCo will arrange for secondary schools to become involved with your child at EHCP Annual Reviews and/or TAF (Team around the Family) meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Staff from the new school will visit your child in class and meet with the SENDCo
- A transition book/passport can be offered if required.
- The SENDCo is available to make visits with parents to secondary schools and discuss choices if required.

How do we support your child's social, emotional and mental health needs?

- All classes follow a structured PSHE (Personal, Social, Health and Economic) curriculum.
- We also offer 1:1 and group Thrive.
- Family support is available through Early Help/our Parent Support Worker.
- The SENDCo can signpost/refer to outside agency support.

How have children been supported during the Coronavirus pandemic?

- During school closures, children with SEND were actively encouraged to attend school. Risk assessments were carried out and families were contacted regularly. All children had access to home learning activities.

- Our SENDCo is liaising regularly with teachers to monitor any concerns, and the school has a PSHE programme in place to support positive mental health and wellbeing.

How do we deal with anyone that has concerns about our SEND provision?

In the first instance, parents should speak to their child's class teacher/SENDCo to raise any concerns. For further information, see the Complaints Policy document on our website:

<https://www.marwood.devon.sch.uk/governance/policies/>

Who should I contact with any queries?

More information can be found on our website: <https://www.marwood.devon.sch.uk/>

Alternatively contact the SENDCo on:

Email: send@marwood.devon.sch.uk

Tel: 01271 850395

Useful links

The Devon Local Offer has useful information for parents and carers about services/support available.

www.devon.gov.uk/send

Devon Information, Advice & Support for SEND (DIAS) offers free, impartial and confidential advice to children and young people and their parents or carers.

<http://www.devonias.org.uk> 01392 383080

Devon Parent Carer Forum

[Homepage - Parent Carers Forum Devon \(parentcarerforumdevon.org\)](http://parentcarerforumdevon.org)

Other school information that may be of interest

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

These policies can be found on our website:

<https://www.marwood.devon.sch.uk/governance/policies/>