



Bright Futures

EDUCATIONAL TRUST

The best for everyone, the best from everyone

Marston Primary Academy and Nursery



Working Together To Be the Best We Can be

Local Offer

Special Educational Needs and Disabilities

March 2022

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| 1 | <p>Our Inclusion Leader is:</p> <p>Our SENCo is:</p> <p>Contact via:</p> | <p>Miss Reid</p> <p>Mrs Holden</p> <p>School office on 01253 838556</p> |
| 2 | <p><u>Our SEN provision</u></p> | <p>Marton Primary and Nursery School provides high quality provision to all pupils across the curriculum including those with additional special educational needs and disabilities. We welcome all children and are proud of the provision we offer to children with special needs. Through excellent teaching, assessment and monitoring, the inclusion team ensure that children make good progress and achieve the highest possible standards for their abilities.</p> <p>Our Inclusive provision has been recognised and we have been awarded the Inclusion Quality Mark Centre of Excellence for the second year.</p> <p>The Local Authority's Resourced Provision for pupils with Autism and Global Developmental Delay is the Marton Suite. It is located within Marton Primary Academy and currently has places for 24 pupils with Education, Health and Care Plans.</p> <p>The pupils are individually catered for with bespoke provision and a carefully planned transition package is in place, designed with parents and all other professionals involved, to ensure their needs are met and all transitions are as successful as they can be.</p> |

The SEND provision provided by the school including any support provided in relation to learning or the curriculum

(Clause 30 & 64)

If it is felt that extra intervention is required in order to help your child make progress, our SEND provision includes:

- Speech and Language Therapy
- Sensory Support in classrooms through universal provision and at SEN support through use of our Sensory Room if required
- Well Comm
- Well Comm Primary
- NELI Speech and Language Intervention
- Skills Streaming
- Small group intervention support for Literacy and Numeracy
- Physiotherapy support delivered by highly trained staff in a specially resourced therapy room
- Reading Recovery
- Better Reading
- Mastery support
- SATs booster groups
- Attention, Balance and Co-ordination groups
- Nurture Groups to support pupils with additional emotional, social and behavioural needs.
- Inclusion worker support for those with additional emotional, social and behavioural needs.
- Zones of regulation
- Nessy, Lexia and IDL cloud
- Assessment and intervention planned and delivered by our specialist dyslexia teacher
- Forest School
- Fine motor skills and Handwriting support
- Maths support and pre-teach Maths
- Individual and group speech and language assessment and interventions
- Meet and Greet support
- Therapy dog support
- Walk and talk
- Playtime support
- Personalised curriculum when required

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| | | <p>Our provision also includes well-equipped Physical Disabilities provision to ensure inclusion for all.</p> <p>Onsite there are well trained staff and specialized toileting, lifting and washing facilities to suit pupils with physical disabilities including a hoist. Other resources are targeted at specific needs when required such as walking frames, special sized chairs, footrests etc.</p> <p>Disabled pupils are actively encouraged and supported to take part in all aspects of the school curriculum, including extra-curricular activities and visits off site.</p> <p>The school provides opportunities for all children including those with physical disabilities to access inclusive sports such as boccia and curling as well as attending sporting events designed specifically for those with additional needs.</p> | | |
| 3 | <p><u>How will we know if your child has a SEN?</u></p> <p><u>How will we share this with you?</u></p> <p>The arrangements that the school has for identifying those with Special Educational Needs and the process for informing and consulting with parents</p> <p>(Clause 30 & 64)</p> | <p>Marton Primary has a thorough system of on-going assessment and evaluation in place. Teachers formally assess all children 3 times a year in Reading, Writing grammar, Spelling and Punctuation and Maths as part of our assessment cycle. There is on-going and frequent communication between teachers and the inclusion team to support the early identification of pupils' needs.</p> | | |
| | | <p><u>Class Teacher</u></p> <ul style="list-style-type: none"> • Monitors and evaluates the progress of children all the time. • Raises any concerns about progress with the SENCo/Inclusion Leader • Formally assesses children's progress 3 times a year. • Identifies children who aren't making as much progress as expected. | <p><u>Senior Leadership Team and SENCO</u></p> <ul style="list-style-type: none"> • Holds pupil progress meetings three times a year. • Discusses children who may not be making as much progress as expected. • Intervention groups and other 'catch up' programs will be discussed and implemented. • The SENCo/Inclusion Leader will invite parents into school to discuss any concerns at Parent's evening. | <p><u>Parents</u></p> <ul style="list-style-type: none"> • Parent's evenings are held 3 times a year. • Should parents have concerns which they wish to discuss outside of these times, an appointment can be arranged with the class teacher and SENCo/Inclusion Leader • Parents and pupils with additional educational needs are involved through pupil-centred reviews. The input of both parents and pupils is valued through every stage of the plan, do and review cycle. |

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| <p>4</p> <p>How the school develops its overall teaching and adapts its curriculum to ensure that teachers can include pupils with Special Educational Needs</p> <p>(Clause 30 & 64)</p> | <p>At Marton we have high expectations for all, recognising all educational achievement, and providing an inclusive-learning environment that meets the needs of all children, enabling them to reach their true potential.</p> <p>Should your child have an additional educational need, it may be met in one of the following ways:</p> |
| | <p><u>CLASS TEACHER INPUT</u> (also known as Quality First Teaching)</p> <ul style="list-style-type: none"> • Assessing children to identify strengths, areas for development and barriers to and gaps in learning. • Delivering tailored teaching to meet different learning styles. • Ensuring high expectations for all children in the class. • Highly focused lesson design with clear objectives • High demands of pupil involvement and engagement with their learning • High levels of interaction for all pupils • Appropriate use of teacher questioning, modeling and explaining. |
| | <p><u>TARGETED GROUP WORK</u></p> <p>(This may involve your child being put at the Additional Support stage of the SEN Code of Practice)</p> <ul style="list-style-type: none"> • After reviewing your child's assessments and progress, their class teacher may have identified gaps in your child's knowledge/understanding. It may be that the best way to help your child make good progress is by offering additional support usually through small group support. • A teacher, highly trained Support Assistant or professional brought in by school (eg. Speech and Language Therapist) may work with your child in a small group within the classroom or in an intervention room using the teacher's plans to deliver targeted intervention work designed to move learning forward. Anyone leading one of these interventions will have had appropriate training. • Your child's progress will be assessed throughout the intervention and at the end the next steps will be decided upon. |

SPECIALIST SUPPORT

(Your child will be put at the Additional Support stage of the SEN Code of Practice)

- As a result of thorough assessment your child has been found to have additional needs. The SENCo and class teacher will have discussed the progress made during any targeted group work or intervention where appropriate and feel that more specialist support is needed.
- The SENCO/Inclusion Leader will invite you in to school to discuss your child's progress and what could be done to address your child's needs further.
- It may be beneficial for your child to see a specialist professional such as an educational psychologist, an advisory teacher, the Behaviour Advisory Team, Speech therapist or a physiotherapist. If this is the case, we will ask for your permission before your child is referred.
- A referral is made so that we can find the best possible way of meeting your child's need using advice from experts.
- Once a professional has worked with your child, they may make recommendations about using specific strategies or programmes in order to best help your child. These could include the kind of targets given to your child, the way your child's learning is supported within the classroom, the types of equipment or resources needed, running a specific program designed by them in school eg. social skills group, play therapy, anger management or speech therapy.
- Group or individual work in school delivered by the professional to your child.

INDIVIDUAL SUPPORT (Usually for those with Education Health Care Plan)

- This is usually provided for children who have physical, emotional or educational difficulties which mean they cannot access the curriculum or remain safe without a high level of individual support.
- If school feel that your child has an additional need which cannot be met through the school budget then we may apply for a statutory assessment.
- This an assessment carried out by a panel of professionals from the local authority who review the applications made by school and make a decision based on this. As part of the application, school will include reports and advice from all the people who work with your child as well as you and your child.
- If the panel feel that your child's needs are complex enough then they will write an Education Health Care plan which is a legally binding document. If they feel that your child does not need this then your child will remain on the SEN register and support will continue to be provided by school. Another application can be made at a later date if it is felt necessary.
- More information about this legal process can be found on the Blackpool Local Offer website.

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| <p>5</p> | <p><u>How we know if your child is making progress towards targets</u></p> <p>How progress towards particular outcomes are measured and reviewed</p> | <ul style="list-style-type: none"> • Pupil progress data is submitted termly and the pupil progress meetings are led by this data. • The Senior Management Team (SMT) and the Class Teacher analyse the data looking for successes and concerns. Core groups of children are identified including those with additional needs to ensure that all children make the progress expected of them. • During pupil progress meetings the steps that need to be taken in order to support a child or group of children who are not achieving their targets or a child who is exceeding their targets. These are planned for and will be reviewed at the next part of the cycle. • Any children that require additional support will be identified at this point. The Senior Management Team will look at the intervention which needs to be put in place in order to improve the outcomes for this child. Targets will be set and closely monitored. Each child is set targets in reading, writing and numeracy. Targets may be set using guidance from B-Squared and are tracked the school's computer based tracking systems. • We use a provision map to give an overview of the interventions which are taking place in School and keep a record of every intervention that each child has been on their personalized Access to Learning plan. We track the progress as a result of the intervention. • In order to narrow the gap between children with additional needs and the more able, teachers will use effective differentiation, appropriate interventions and small group work. |
| <p>6</p> | <p><u>How we ensure that your child has a successful transition from one provision to another</u></p> <p>The transition process / arrangements that the school</p> | <ul style="list-style-type: none"> • Children start in our Reception classes when their 5th birthday falls between 1st September and 31st August of a particular academic year. The maximum number of children normally admitted to each year group is sixty. Parents and carers of new Reception children are strongly encouraged to visit school prior to applying for a place, to look around and hear about the life and work of our school. This will give you the chance to see how school works and meet the staff. We hold induction meetings for all new parents to give you a chance to meet your child's teacher and discuss any concerns you may have. • Children may be admitted to other year groups if places are available. Visits to the school prior to such an admission are encouraged. If your child has an additional need or medical condition we will liaise with all professionals involved including doctors, physiotherapists and nurseries or other school if appropriate to ensure a smooth transition to school. • It is important to us to make sure that your child's transition to high school is as successful as possible so that neither children nor parents are too anxious over the summer break. In order to achieve this we take part in the Blackpool transition days and invite local secondary schools to meet pupils and staff and discuss any concerns so that the children feel more confident about starting their new school. |

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| | <p>makes for pupils entering and leaving the school</p> <p>(Clause 30)</p> | <ul style="list-style-type: none"> • If your child has an additional educational need, disability or medical conditions, they may be offered the opportunity to make additional visits so that they are well prepared and feel comfortable in their new secondary school. • We have a close relationship with all the local high schools and work closely with these colleagues to provide our children with as many shared activities as possible, particularly in years 5 and 6 to ensure your child's transition is as successful as possible. |
| 7 | <p><u>How we can secure additional services and expertise</u></p> <p>How the school secures additional services and the names and contact details of those services</p> <p>(Clause 30 & 64)</p> | <p>We may feel that your child would benefit from working with professionals from outside agencies. If this is the case then we will contact you first to seek permission. Parents are welcome to join all meetings with professionals and we will provide copies of any reports we receive or /advice we have been given to make sure that you are always kept informed.</p> <p>Currently, we are working with professionals from many outside agencies including:</p> <ul style="list-style-type: none"> • The visual impairment team • The hearing impairment team • The Educational Psychologist • Speech, Language and Communication Therapist • Occupational therapist • Physiotherapist • Sensory advisory service • Complex learning team • Behaviour Advisory team • Advisory teachers from the council SEND team |
| 8 | <p><u>How you can contact these services</u></p> | <p>If you feel that you would like to contact these professionals prior to them working with your child or after in order to discuss their findings, then a meeting can be arranged in school at a mutually convenient time or it may be possible for school to arrange for the professional involved to telephone if this is felt to be more appropriate.</p> |

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| <p>9</p> | <p><u>How we know that our provision is effective</u></p> <p>How the effectiveness of special educational provision is assessed, evaluated and reviewed including information about how children, YP and their parents take part in this</p> <p>(Clause 30 & 64)</p> | <ul style="list-style-type: none"> • Before entering any specialized intervention or provision a baseline line assessment of your child will be carried out so that we can track the progress they make. • Throughout any intervention or program, regular assessments will be made in order to inform planning and make sure that accelerated progress is being made. • At the end of the intervention a final assessment will be carried out to make sure that progress is reviewed and the next steps can be planned for. <p>The interventions that we carry out have been proved to succeed and are always delivered by people who have been trained to carry out such work.</p> |
| <p>10</p> | <p><u>How we make our facilities available to all</u></p> <p>How facilities that are available can be assessed by children and YP with SEN</p> | <ul style="list-style-type: none"> • All our facilities are wheel-chair friendly with ramps on all doors leading into and out of the building. • For those with a visual impairment, areas of risk are highlighted in yellow and have handrails fitted. • Wide corridors and doorways for easy access. • We have projectors in all classrooms to ensure that all children including those with visual problems can access texts etc. • If your child has a physical disability and requires an individual toileting plan, we have a hoist and bathroom facilities specifically designed to meet these needs. Some SSAs have also been trained in catheterisation and peg feeding. |

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| | <p>(Clause 30 & 64)</p> | <ul style="list-style-type: none"> • In order to deliver individual physiotherapy plans, we have a designated therapy room with appropriate equipment and highly trained staff. • Minibuses are used to enable children with health issues or children whose parents who have a health or social issues to get to school on time. • Many of our SSAs are trained in moving and handling children who use wheelchairs and frames. • Disabled parking is available for those with the appropriate badge to have easy access to school. • Inclusive sports day where all children are encouraged to participate at their own level regardless of any disability they may have. • If your child has a hearing/visual disability they may have access to magni-link magnifying equipment or hearing aid style devices. |
| 11 | <p><u>Our additional staff expertise</u></p> <p>Information about the expertise and training of staff in relation to children and YP with SEN and how specialist expertise will be secured</p> <p>(Clause 64)</p> | <p><u>Training at Marton Primary and Nursery School</u></p> <ul style="list-style-type: none"> • All staff are encouraged to apply for relevant training to support the needs of the school and to enhance their own professional development. • Staff feed back to their colleagues, usually via staff meetings. • Training is accessed from the Local Authority and outside agencies. • Teachers from our school are involved in a number of outside projects in Maths and Literacy. • All teachers have had training in Understanding Autism. • We have staff trained in working with children who have Attachment and/or Trauma related issues. These members of staff work closely with children needing additional emotional support • Training for ABC (Attention, Balance and Co-ordination) has been undertaken. This allows us to deliver a successful ABC program which helps support children with co-ordination difficulties. • Marton has members of staff trained in the delivery of specific Speech, Language and Communication programs. • To enhance our own provision we also receive support from Happy Talk speech and language therapy team who provide a therapist (once a fortnight) and a key worker (once a week). • Some of our Teaching Assistants have received training for Dyslexia and Dyspraxia (Specific Learning Difficulties) and have been provided with useful strategies to use in class. They also liaise with teachers and professionals from outside agencies to ensure any new programmes/initiatives/advice is implemented correctly. |

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| | | <ul style="list-style-type: none"> • Teaching Assistants have had training in delivering Numeracy, reading and spelling /phonics programmes and these sessions take place on a daily basis. • Key members of staff have had Team Teach training. |
| 12 | <p><u>Our extra curricular experiences</u></p> <p>Extra curricular activities that the school offers and how these can be made accessible for pupils with Special Education Needs</p> <p>(Clause 30)</p> | <ul style="list-style-type: none"> • School offers a variety of breakfast, lunchtime and after school activities which are available to all children, ranging from Science to Choir, Drama to Nurture. • All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly. • Additional staff provide 1:1 support at lunchtime, swimming and off-site trips where necessary. • Risk assessments are written to measure any potential dangers. • Registers are kept for all the extra-curricular activities. • Parents are regularly informed about various clubs and activities for pupils with additional needs within the community such as holiday clubs etc. |
| 13 | <p>Arrangements made by the Governing Body or proprietor for the treatment of complaints from parents of pupils with Special Educational Needs, concerning the provision made at the school</p> <p>(Clause 30 & 64)</p> | <p>We pride ourselves in having an open and honest relationship with parents and we encourage you to discuss any concerns you have regarding your child's well-being or additional educational needs with us.</p> <ul style="list-style-type: none"> • Should you wish to make a complaint about the provision we have made to meet your child's additional needs then the SENCo is available to discuss any concerns you have. • If you feel that the issue has not been adequately resolved, please contact the Head of School or Executive Principal to arrange a further meeting. • However, if this procedure does not resolve the matter to your satisfaction you are able to make a formal referral firstly to the Chair of Governors via the school office and then to the Local Education Authority. |

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| 14 | How the LA supports children & YP and families of children & YP with SEN | If you require any information about other ways in which Blackpool local authority may be able to support you, your child or your family, please see the Local Offer from Blackpool. |
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