

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) INFORMATION REPORT

This report shares how Martlesham Primary Academy supports children with SEND. We work as part of the Reach2 Academy Trust and in partnership with the local authority, Suffolk County Council.

What is SEND?

Some children have a learning difficulty or disability which means they find it significantly harder to learn, and/or to do activities which children the same age are able to do. They may need extra help, support or special provision that goes beyond the differentiated approaches and learning arrangements that are normally provided in class. These additional strategies and techniques that are put in place allow them to make the best progress they can.

If your child has SEND their needs will fall into one or more of the four following main areas:

1. Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

2. Cognition and Learning

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. Social and Emotional

- Anxiety relating to another SEND
- Attachment Disorder
- Mental Health
- Social Difficulties
- Challenging behaviour in children may be the result of a social and emotional need

4. Physical and Sensory

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

We rigorously track and monitor the progress of all our pupils. Where pupils are not making the progress we would expect, the class teacher will discuss this with yourself and the SENDCo. Appropriate additional support and/or interventions will then be put in place and you will be kept informed of progress. Where progress continues to be a concern, we may seek advice from other specialist professionals, with your permission.

What to do if you suspect your child has SEND?

Firstly, arrange to have a meeting with your child's teacher outlining your concerns. Your child's class teacher will know your child best and be able to talk about any strategies they already have in place or will use in the future.

You can also arrange to have a meeting with the SENDCo or Head Teacher outlining your concerns, though the class teacher should be the first professional you contact.

Ensure the school is kept informed of any relevant background information, change, concerns you have about your child.

How do we identify children with SEND?

The 2015 Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have received interventions and adjustments alongside quality first, differentiated learning. This means progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers; and/or
- widens the attainment gap.

If a child is identified as needing SEND support the class teacher, liaising with the SENDCo, will carry out a more detailed assessment of the child's needs. This draws on:

- teacher assessment, their experience of the pupil, previous attainment and behaviour;
- the child's development in relation to peers and nationally agreed outcomes;
- parent's views and experiences;
- pupil views and experiences; and
- advice from specialist professionals.

We use the following criteria to decide whether a child is added to the SEND register:

- having a diagnosed condition, or showing strong traits which is known to potentially cause a barrier to learning;

- a social, emotional or mental health issue which is a barrier to learning behaviour e.g. anxiety; and/or
- despite quality first teaching and focused interventions attainment is significantly below age related expectations.

Children on the SEND register will have a termly review meeting. Parents/carers and the class teacher will review the child's support plan.

How do we teach children with SEND?

All pupils at Martlesham Primary Academy receive quality first teaching. This means we provide a varied, inclusive curriculum and employ a range of teaching styles to ensure all children access a curriculum matched to their needs. We deliver the statutory National Curriculum through a topic based format. We emphasise the importance of English, Maths, social and personal skills with a strong focus on educating the whole child and preparing them for the future.

Quality first teaching has the following characteristics:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently; and
- regular use of encouragement and authentic praise to engage and motivate pupils.

At Martlesham Primary Academy we aim to be inclusive within the classroom environment.

We strive to ensure our teaching meets the highest standards for all pupils and that work is appropriately differentiated to allow access and challenge for all.

The classroom teachers are responsible for the daily education of your child and are supported and advised by the SENDCo where necessary. Sometimes it may be appropriate to teach your child out of the classroom individually or as part of a small group for a specific intervention designed to accelerate the child's learning.

The individual support plans we use enable us to put person-centred inclusion strategies and personalised learning targets in place for children with SEND.

How will your child with SEND be supported to access the curriculum along with other children?

All teachers are teachers of children with Special Educational Needs. The classroom teachers are responsible for the daily education of your child and their learning progress with support and advice from the SENDCo or outside agencies where necessary. It is teachers' responsibility to ensure strategies advised are followed and monitored.

At the Martlesham Primary Academy we aim to be inclusive within the classroom environment. We strive to ensure that our teaching meets the highest standards for all pupils and that work is appropriately differentiated to allow access and challenge for all.

Our support plans enable us to put effective person centred inclusion strategies in place for all children with additional needs by learning about a child's strengths, motivators, esteem generators, triggers and learning needs.

All children's learning is differentiated. This means it is set at a level to ensure the child can make progress. In some cases, this will mean a highly individualised curriculum and a high level of adult support. In others, their access to learning can be supported in other ways as listed below.

Communication and interaction

- Children in reception are screened using the Language Link programme and any speech and language difficulties addressed through intervention.
- Children can be referred to the Local Authority Speech and Language Therapists for specialist support.
- Individual learning programmes created by Speech and Language Therapists alongside LSAs who are able to continue provision between visits.
- Some children receive specific teaching and support around social communication and interaction through our Thrive programme. This is carried out by our Thrive specialist who is specially trained in emotional support for children.

Cognition and Learning

Strategies to support/develop literacy including reading

- A recognition that difficulties in reading and recording do not necessarily reflect a child's overall ability

- Small group/individual support
- Regular assessments of phonic or 'whole word' knowledge to support targeted intervention
- Priority 1-1 readers
- Repetitive overlearning strategies to practise certain targeted skills for individuals
- Opportunities for alternative ways of recording, other than writing
- Targeted 'home learning' activities provided for example learning of small groups of 'high frequency words
- Supported sentence writing

Strategies to support/develop numeracy

- Small group/individual support
- Use of visual/physical apparatus (manipulatives) to support concrete understanding and kinaesthetic learners
- Numicon
- Precision teaching to address gaps in learning

Provision to facilitate/support access to the curriculum

- 1 to 1 adult support - this may be given for particular activities or may need to be for longer and involve modelling social skills, resilience and encouraging positive behaviour and responses. The adult's role here is to support the child to learn independently, not to become reliant on adult support.
- Specialist professional involvement to give advice for example Speech and Language Therapists, Educational Psychologists, SENDAT (Special Needs and Disabilities Academy Trust) who may provide specialist reports with recommendations for provision.
- Equipment to support physical access to the curriculum these may include: writing slopes; pencil grips; grip rulers; overlays; long-loop scissors; timers; coloured exercise books; hand rails; supportive seating; ramps and/or accessible toilets.

- Reduced timetables.
- LSA support.
- Pre-teaching.
- Alternative classroom layout for crutches/wheelchair access.

Strategies/support to develop independent learning

- Vocabulary displayed in classrooms.
- Word mats.
- Number squares.
- Seating arrangements.
- Adult support which facilitates active learning and independence.
- Chunked instructions with visual support where working memory is a challenge.
- Visual timetables to support where children have a need for routine and knowing what will happen next.
- Use of work stations.

Social, Emotional and Mental Health

Social Skills programmes/support including strategies to enhance self-esteem

- We use the Thrive programme to support where there is an emotional need.
- The school has access to The Early Help Team who are able to work with families both in school and in the family home.
- Our SENDCo is able to refer to positive parenting courses.
- Each class has representation on the school council. Class council meetings allow all children to share their thoughts about the social aspects of the school, which in turn is brought to school council meetings by their representatives.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Parents are able to discuss concerns with staff at the school with members of staff.
- Staff make regular contact with parents either face to face or by telephone to discuss concerns and reduce pupil/parent anxiety.

- Visual timetables or now and next cards are used to allow children to map out their day.
- Recognition of possible sensory needs supported through environmental changes, sensory breaks, use of sensory aids.
- Transition work to support transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children.

Strategies to support positive behaviour

- Consistent approach to behaviour management through our school behaviour policy and Good to be Green system.
- Rewarding positive behaviours through individual reward plans.
- Recognising, promoting and rewarding positive behaviour through sharing assemblies and house points.
- Providing children with responsibilities/jobs in school.
- Providing children with opportunities to work with younger children.
- Regular contact with parents.
- Working with parents and pupils to create and implement Individual Positive Behaviour Plans.
- Working in partnership with and receiving advice from our local authority's Family Services and CISS, a behaviour outreach service.
- Consideration of 'alternative provision' to allow children to develop engagement and access to the curriculum.

Physical and Sensory

- Training from Special School partners for medical/personal care.
- The school has an intimate care policy which is followed for those children who need support.
- We will use individual intimate care plans where necessary.

- Accessible toilet.
- External fixed ramps.
- Close adult support or more structured activities at lunchtimes can be arranged where needed.
- We can deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their support plan.
- The school has disabled access and toilet facilities.
- Specialist equipment such as writing slopes where needed to address a physical need.
- Children receive access to individual or group 'gym trail' and finger gym activities.
- Where a child has identified sensory integration challenges, a sensory diet/breaks can be put in place to support.
- Equipment to support sensory needs.

Our SEND provision is monitored and evaluated for effectiveness by the SENDCo and class teacher, according to our SEND policy.

What interventions are used to support children?

Sometimes it may be appropriate to teach your child out of the classroom individually or as part of a small group for a specific intervention designed to accelerate the child's learning.

We use the following interventions to support this.

Communication and interaction

- On entry to reception all children are screened for Speech and Language difficulties. Children are then given intervention support for this where needed. Children can be referred to the Local Authority Speech and Language Therapists for specialist support.
- Programmes of work are created by the Speech and Language Therapists which are shared with class teachers and Learning Support Assistants who are able to continue provision between visits.

- Some children receive specific teaching and support around social communication and interaction through the Thrive programme.

Cognition and Learning

- Personalised interventions with teachers and/or LSAs.
- Small group and/or individual support.
- Interventions suggested by outside agencies.

Social, Emotional and Mental Health

- Thrive Programme
- '5 minute chat' at the beginning and end of the day where a child is able to offload any anxieties or frustration so that they are learning ready at school and not going home with unnecessary negative feelings about the school day.
- Attendance at early morning provision if children find coming into school difficult for a variety of reasons. This gives a 'soft start' to the day and helps children to be learning ready when they go to class. This is by invitation.

How do we measure progress for children with SEND?

- We use a system called Small Steps, where appropriate children with SEND's progress is tracked using this approach. Teachers update an individual child's Small Steps spreadsheet each term.
- **All** children are formally assessed every term.
- Moderation of learning and attainment is done between classes and across the Reach2 Academy Trust.
- Children with a support plan will have personalised targets which are reviewed half termly.
- We closely track children's progress in pupil progress meetings every term. This meeting occurs with the head teacher/senior teacher and class teachers. Any issues or concerns regarding pupils with SEND are discussed at pupil progress meetings.
- Book scrutinies, lesson observations and learning walks are carried out by members of the Senior Leadership Team and the SENDCo.

Entry and exit assessments for interventions are used to measure the impact the support is having on learning.

Our SEND provision is monitored and evaluated for effectiveness on a termly basis by the SENDCo and class teacher, according to our SEND policy.

What if my child needs expertise beyond that which the school can provide?

Martlesham Primary Academy works with our Local Authority, Suffolk County Council and we are supported by the Reach2 Academy Trust. We also have partnership with a range of outside agencies to access further support and advice. These include:

- CISS, an outreach service which provides support for children with behavioural difficulties;
- Integrated Team 0-11;
- Integrated Delivery Network (formerly CAMHS, Children and Adolescent Mental Health Services);
- Dyslexia Outreach Service;
- Pupil Referral Units;
- Suffolk County Council Family Services;
- Sensory and Communication Advisory Teachers;
- SENDAT outreach service;
- Speech and Language Therapists (both SCC and NHS);
- Educational Psychologists;
- School Nursing Team;
- Community Paediatrics;
- Occupational Therapists; and
- Physiotherapists.

Occasionally, it may become evident that mainstream schooling will not meet a child's very specialised individual needs. In this case, with the child and family at the heart of any decision, a referral may be made to a more specialist educational setting where the child's needs can be met in a more focused and expert way.

How will I be kept up to date with what is happening for my child?

We strive to give parents the opportunity to communicate with school on a regular basis via:

- gathering information for support plans;
- support plan review meetings;
- information on interventions planned for your child;
- appointments with relevant members of staff as needed;
- parent evenings;
- home/school books;
- annual reviews for those children with an EHCP (Education, Health and Care Plan). This gives the opportunity for parents, carers, pupils, teachers and other professionals to review progress over the year towards previously identified outcomes, to identify new ones for the future and to plan what will need to happen to achieve success;
- for pupils working with outside agencies such as the Local Authority Speech and Language Therapist, Education Psychologist parents will be invited into to meet these outside professionals; and/or
- we can refer to the Common Assessment Framework (CAF) system and run Family Support Network meetings. These are led by the Early Help Team for families in need of support.

We take any concerns raised by parents very seriously and compare them to our own assessment and information on how the child is developing. If appropriate, and with parental consent, we contact external agencies and professionals to liaise with the school, make further assessments and recommend strategies. We may also be able to help with supporting information if a medical assessment relating to learning or behaviour is needed.

How can I support my child's school experience when they have SEND?

- Focus on your child's strengths and good qualities.
- Give us as much detail as you can for their support plan.
- Attend review meetings.
- Support with home learning when given but don't do it for them.
- Read **to** them as well as **with** them often as possible or let us know if this is difficult for any reason.
- Spend time with your child daily where neither you nor your child are distracted by a phone, tablet, TV or screen of any kind – chunks of 15 minutes are useful.
- Let us know if anything has happened which might have an emotional impact on your child's learning for example bereavement, change in family circumstances, separation.

How will my child be involved in their own educational needs?

Pupils have the opportunity to voice thoughts about their education through:

- supplying information for support plans and their reviews;
- giving their views for EHCP reviews annually as well as attending when appropriate;
- through the School Council;
- pupil perceptions that take place termly; and
- at transition events to the high school.

How will transitions be supported for my child with SEND?

- Positive transitions are in everyone's best interests and we work hard to ensure that this happens smoothly.
- From class to class, teachers are given time to have transition meetings to discuss the needs of each child in the class. In addition, children spend time with their new teacher as an opportunity to get to know each other.

- All paperwork relating to a child's SEND is passed to the next class teacher for consistency.
- Enhanced transition can be provided where there is a particular need.
- If a child moves to another school, it is the responsibility of the Head Teacher to transfer any information and documentation about the child.
- When a child moves to high school every effort is made to familiarise them with the staff and new surroundings through school visits, staff liaison and specific transition projects. Many of our local high schools offer enhanced transition for children with identified additional needs.
- We have transition meetings with our pyramid high schools in year 6 so that a child's needs are known and anticipated in advance.

What does all the jargon mean?

Abbreviation	Description
ADHD / ASC	Attention Deficit Hyperactivity Disorder / Condition
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Form – used to refer to the Early Help Team if a family are having difficulties.
CiC	Child in Care (A child living with foster carers or under Local Authority care).
CISS	County Inclusive Support Service – supports children whose behaviour is becoming a significant barrier to learning and whose school placement may be vulnerable.
CoP	This is the legal document that sets out the requirements for SEND. Code of Practice Special Educational Needs (SEND) Code of Practice: for 0 to 25 years. Statutory guidance for organisations who work with and support young people with SEND.
EHCP	Education and Health Care Plan – these replace Statements of SEN. They require a formal assessment of SEND by the Local Authority and may result in the school receiving 'top up' funding to help support a child's needs.
EP	Educational Psychologist

EWO	Educational Welfare Officer
FSW/P	Family Support Worker/Practitioner
FSNM	Family Support Network Meetings - Led by the Local Authority Early Help Team to support families experiencing social and emotional difficulties.
HI	Hearing impaired
LA	Local Authority
LA Local Offer	States what the LA will be offering schools and other providers in terms of SEND.
MSI	Multi-Sensory Impairment
PD	Physical Disability
PEP	Personal Education Plan (used to support Children in Care)
PIPs	Personal Improvement Plans
SENDCo	Special Educational Needs and Disabilities Coordinator.
SEND	Special Educational Needs or Disabilities
School SEND Information Report	States what the School will be offering students and parents in terms of SEND.
SaLT	Speech and Language Therapy
SpLD	Specific Learning Difficulty (Dyslexia, dyspraxia, dyscalculia)
SPSF	Suffolk Pastoral Support Framework – used to engage learners and families where a child is at risk of underachieving.
VI	Visual Impairment

Who is the SENDCO?

Miss Lily Hudson is SENDCO for Martlesham Primary Academy, she is an experienced teacher and holds the National SENDCO qualification. She can be contacted on the main school phone number 01473 624409 or by emailing the school office at office@martleshamacademy.org

Staff Training and Expertise

Staff training and development needs are closely monitored in school by the leadership team. Subject leaders have a key role in monitoring the development of their area of learning and ensure that all members of staff are providing an inclusive, challenging and ambitious curriculum for all pupils. We work closely with other schools in the Reach2 Academy Trust and share expertise.

The SENDCo monitors the progress of children with SEND in school. The school's SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND. We also have built and maintained many relationships with the local authority and other professionals in the area to ensure we can provide appropriate and effective support.

What should I do if I have a complaint about my child's SEND provision?

At Martlesham Primary Academy we are committed to providing the best learning experiences for all our children. Should a situation arise where you would like to make any comments, compliments or complaints on our procedures and policies please contact Miss Hudson (SENDCo) or Miss Churchman (Head Teacher) via the school office on 01473 624409.

Where can parents and carers access support?

Suffolk Parent Carer Network

<https://spcn.org.uk/>

A network of parents and carers of children and young people with additional needs and/or disabilities in Suffolk who aim to be a voice to inform service providers of the needs of disabled children, young people and their families.

Special Educational Needs and Disabilities Information Advice and ...

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the.../sendiass/>

The SENDIASS service is for children and young people (up to 25 years) and ... Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free confidential and impartial ... Go to Suffolk SENDIASS ...

Suffolk Parent Partnership is a confidential listening, advice and support service for parents and carers with concerns regarding their child's education. In school, you can find their leaflets in office foyer / community room.

Access Unlimited is the One Stop Shop for Suffolk children and young people with additional needs and disabilities. You can find information about the full range of services that Suffolk County Council provides.

IPSEA is a national charity offering free legal advice to families who have children with special educational needs.

Autism Anglia offers support to parents and families of children with diagnosed ASD.

What does the Suffolk Local Offer, offer children with SEND?

Suffolk Local Offer. Information about support services and local opportunities for children and young people with SEND - find what you need all in one place.

Suffolk Local Offer | Community Directory - Suffolk Infolink

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

Our partnership with the Local Authority is through SEND family services Suffolk Coastal. Should you need advice from this team regarding your child with SEND, the link below shows the service they offer and contact details for the team. The team can be contacted on SENDCoastal@suffolk.gov.uk Our current Lead Coordinator is Hayley Mason.

https://search3.openobjects.com/mediamanager/suffolk/enterprise/files/family_services_the_teams_and_the_education_settings_2018_2019.pdf

How do we ensure access for children with disabilities?

Our approaches to learning and staff training ensure that all pupils are able to engage fully in activities. We include all children in learning with due regard to their needs and embrace their differences. The school has high expectations of what our pupils can do and are always looking to extend this. All children are included in all parts of the school curriculum including clubs and we aim to include all children on school trips and choose visits that are accessible to all. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Please read our accessibility policy on the school website.

SEND Policy

You can find our SEND policy on our school website using this link -

<http://martleshamacademy.org/>