



## Parent Information

### Special Educational Needs and Disabilities Information Report 2019-20

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#### Intent

Our curriculum leads to confident, independent learners. We want them to have a passion for learning and be able to adapt to the changing needs of the world. Through our broad and balanced curriculum, we will ensure that pupils are resilient, well-rounded and aware of their strengths so that they can succeed. We want them to develop the necessary attributes so that they can cope when faced with challenges, both inside and outside of school. Our curriculum is aimed at inspiring curiosity and encourages the children to become independent and enthusiastic life-long learners. Positive behaviour for learning is fundamental and sits at the heart of everything we do at Marriott.

At Marriott Primary School we will:

- Promote positivity, happiness and self-esteem amongst the children we teach
- Strive to meet the needs of every child
- Provide a caring and supportive environment in which children and adults feel valued and can flourish
- Provide a broad, engaging and relevant curriculum
- Be a prominent and active part of our local community
- Provide a curriculum which promotes democratic values and ensures tolerance, diversity and mutual respect is evident throughout the school
- Ensure that children know how to keep themselves safe and who to approach if they don't
- Provide children with a range of sporting opportunities; in order to develop determination, resilience and awareness of the importance of a healthy lifestyle

Our curriculum will allow children to reflect positively on their primary school years. We will ensure that learning is meaningful to them and that the experiences and knowledge that the children gain in lessons will be fully embedded. We expect the children to take pride in their work and to strive for excellence.

At Marriott Primary, we want the children to be proud of their school and their achievements. We want them to recognise their potential and the role they can play in contributing to their local community and the wider world. Through our curriculum, we will strive to offer a wide-range of

opportunities for the children to learn about their inclusive, diverse and multi-cultural community and the part they can play in creating a more accepting and welcoming society.

Marriott Primary School is committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEND)

Marriott Primary is an inclusive, mainstream school and welcomes all pupils including those with SEND. We firmly believe that every teacher is a teacher of SEND and should provide a curriculum to meet the needs of all children. At Marriott, we believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality. We want to raise the aspirations of and expectations for all pupils, including those with SEND. Thus our focus is more on outcomes for pupils and not just about interventions or hours of additional support

Some children may have certain barriers to learning which will require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Here it is the belief that all children have an equal right to a full and enriched education; which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice. (September 2014).

Please also look at our SEND policy for further information:

<http://www.marriott.leicester.sch.uk/Policies/>

### What kinds of special educational need does Marriott provide for?

The broad areas of SEND need are:

- Communication and Interaction e.g. speech, language and communication needs (SLCN), autism spectrum disorder (ASD)
- Cognition and Learning e.g. specific learning difficulty (SpLD), dyslexia, dyscalculia, dyspraxia, moderate learning difficulty (MLD)
- Social, Emotional and Mental Health Difficulties e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorder, attachment disorder.
- Sensory and/or Physical e.g. hearing impairment, visual impairment, epilepsy

For children with medical needs we follow statutory guidelines for supporting children with medical conditions.

### What are the policies for identification and assessment for children with special educational needs

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Improves the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

### Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

- (a) How the school evaluates the effectiveness of its provision for such pupils;
- Classroom observations
  - Discussions with pupils
  - Behaviour tracking data/information
  - Whole school pupil progress data

- (b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
- Half termly tracking by assistant head/SLT of pupil progress data
  - Termly pupil progress meetings head/assistant head/class teacher/ SENCo
  - SENCo monitors pupil progress data of SEND pupils
  - SLT book audits, including SEND pupils
  - Classroom observations
- (c) The school's approach to teaching pupils with special educational needs;
- Initially we aim to meet every individual pupil's needs within the classroom through quality first teaching. We do this by ensuring that our planning, teaching and approaches address those needs. If a child is still not reaching his/her full potential through these methods the class teacher will make further adjustments, personalising the curriculum to maximise the pupil's engagement and progress and providing high quality targeted interventions.
  - The quality of teaching at Marriott is regularly reviewed through our classroom observations cycle. The progress of all pupils, including those at risk of underachievement and those who have, or may have, SEND is reviewed at our termly pupil progress meetings.
  - At Marriott teachers are responsible and accountable for the attainment and progress of all the pupils in their class, including those pupils who may access support from teaching assistants or specialist staff. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Quality first teaching, differentiated for groups and individual pupils, is the first step in responding to pupils who have or may have SEND. If no progress is noted after this time the child may be added to the school SEND register with parental permission.
  - The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum.
- (d) How the school adapts the curriculum and learning environment for pupils with special educational needs;
- We are committed to meeting the needs of all pupils including those with SEND
  - We have a duty not to directly or indirectly discriminate against, harass or victimise disabled pupils. We make all reasonable adaptations to the curriculum and learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.
  - We work closely with families to work out what adjustments we need to make.
  - Teachers are supported by SENCo and curriculum SEND co-ordinator to assess, plan, and differentiate the curriculum to meet the needs of pupils with SEND. In considering adaptations, the SENCO will work with head and governors to ensure school meets its responsibilities under Equality Act (2010) with regard to reasonable adjustments and access arrangements. [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

- (e) Additional support for learning that is available to pupils with special educational needs;
- In order to help children with special educational needs, Marriott will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual.
  - The school will record the steps taken to meet the needs of individual children through the use of intervention review sheets/Individual SEND Information record sheet/Provision Map software. This details targeted and specialist interventions that are additional to and different from the usual differentiated curriculum.
- (f) Education, Health, Care plans (EHCP)—where the school has done everything it can to identify, assess and meet the special educational need of a pupil and he/she is not making the expected progress the school or parents may consider requesting an Education, Health and care assessment. In Leicester further information can be found on Council’s Local Offer Website <http://families.leicester.gov.uk/local-offer>
- (g) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;
- PE policy states ‘Children will be encouraged to participate and enjoy all areas of the PE curriculum to the full extent of their capabilities. Adaptations for cultural differences or religious beliefs will be made wherever possible. Appropriate adaptations will be made for those children with specific needs in order to participate in PE.’
  - Specific children are identified to attend a range of sporting activities throughout the year targeted at pupils with additional needs. These are supported by Steph Magee, Sports Teacher.
  - External advice will be sought if a pupil has sensory or physical needs and requires additional specialist equipment, regular advice or visits by a specialist service.
  - Marriott has ramps, disabled parking and toilets to enable physical accessibility to school premises and to the curriculum.
- (h) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.
- At Marriott we take your child’s wellbeing very seriously. We believe that children need to feel safe and be happy and confident in order to be successful at school.
  - Class teachers will monitor pupil’s wellbeing and will speak to parents in the first instance if they have any concerns. If they are concerned about pupil’s health school may seek advice from the school nurse.
  - External advice from agencies such as SEMH/EP will be sought if a pupil has emotional or behavioural difficulties which regularly and substantially interfere with the child’s own learning or that of the class group.
  - Individual Support plans put in place for specific children as needed.
  - PSP’s (Personal Support Programmes) meetings may be arranged with SEMH/parents/SENCo
  - Social services referral will be made if needed

- Individual timetables, extra support in school may be provided
- Tracking of behaviour is monitored by SENCo and Chris Barwell Behaviour lead on SLT
- All incidents of Physical Intervention recorded as per Leicester City Council guidelines, parents informed, copy held on child's records and another to SEMH. Positive handling plans put in place and updated regularly.
- Lunchtime club - small group working on areas such as self-esteem, friendship
- Lunchtime nurture group for vulnerable pupils
- If your child has been affected by bereavement, we have members of staff who are trained to help children through grief and loss.
- Our Attendance Officer also offer pastoral guidance and help.
- All our staff receive Child Protection training once a year and we have 9 members of staff who act as DSPs (Designated Safeguarding Persons.)

What support is there at Marriott for tackling behaviour issues, avoiding exclusions and increasing attendance?

- At Marriott we have a very clear Behaviour Policy based on a traffic light system which rewards children for behaving appropriately.
- We also use this same system at playtimes and lunchtimes.
- After any serious behaviour incident, we expect the child to reflect on their behaviour with an adult and think about how they could make a better choice next time.
- If your child is known to have behaviour difficulties arising from their social, emotional and mental health needs they will have an individual plan which identifies areas of difficulty and timetables strategies such as meet and greet, time out, reward times etc.
- If your child's behaviour might put them at risk of exclusion we work closely with the Primary Social, Emotional and Mental Health Team. They have an advisory teacher who comes into school and they also provide us with assistants to work with pupils from time to time. Sometimes the SEMH team may provide us with additional teaching assistant hours to support your child in school. Sometimes the SEMH team might recommend a short placement (usually part time) for your child at the Pupil Referral Unit (PRU).
- Tracking of behaviour is completed by Chris Barwell Behaviour lead on SLT and monitored by SENCo.
- Staff are trained in Team Teach. All incidents of Physical Intervention are recorded as per Leicester City Council guidelines, parents are informed, copy is held on child's records and another submitted to SEMH. Positive handling plans are put in place and updated regularly.
- Lunchtime club - small group working on areas such as self-esteem, friendship to pre-empt further incidents.
- Two members of staff have been trained in Restorative justice techniques.
- Lunchtime nurture group for vulnerable pupils
- As a school we try to only use internal isolation or exclusion as a very last resort.
- We have an Attendance Officer in school who monitors lateness and non-attendance and works with families to try to reduce these.
- We have a Walking Bus for vulnerable children

### How does the school manage the administration of medicines?

- The school has a policy on Medical Conditions and Medication in School. This is available on the school website.
- Parents need to contact the school if their child needs to take medication during the school day.
- On a day to day basis first aiders generally oversee the administration of any medicines.
- If your child has a medical condition they will have an Individual Health Care Plan in place.
- If your child has Asthma they will have an Asthma Information sheet in a class folder and their inhaler will be kept in the classroom.
- A form has been sent to all parents of children identified with Asthma to request permission for their child to use a school additional spare inhaler in the case of emergency.
- The school nurse advises us on managing pupils' medical needs in school.
- Care Plans are in place for children with specific medical needs such as Diabetes, Anaphylaxis, Epilepsy. Identified staff are trained in these areas and all protocols are followed.

### Expertise and training of staff in relation to children with special educational needs

Claire Mannion (SENCO) is currently completing the National Award for SEND 2020.

Teachers and teaching assistants have attended CPD in areas such as

- Fun Time
- Attachment training
- Hearing Support
- ASD AET1
- ASD and girls
- ADHD
- Dyslexia
- Dyspraxia
- Bereavement
- Child protection/FGM/Prevent
- Child Protection designated lead training as needed
- Curriculum development training in maths (Singapore Maths)
- Training in phonics and reading (Knowledge Transfer Centre)
- Early Words
- Reading Recovery
- Team Teach
- Oracy – Voice 21
- Routes to Resilience
- Lego Therapy

### Specialist advice that may be sought for pupil's with additional needs

Specialist support from external agencies include:

- Social Emotional Mental Health (SEMH) team
- Educational Psychologist (EP)
- Speech and Language therapist (SALT)
- Hearing Support (HS)
- Complex Learning Communication and Interaction Support Team (CLCI)
- CLCI Autism Specialist
- Early Years Support Team (EYST)
- ADHD Solutions
- School Nurse

### Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- The school receives a notional amount of money for each pupil from which we are expected to meet your child's needs.
- If this amount is not enough the school may use additional money from the SEN Budget. (An amount from the total school's budget which is specifically allocated to SEN)
- Our budget for SEN is finite and so is allocated on a needs basis- the children with the most complex needs are given the most support.
- If we believe we need more money to meet your child's special needs, we can apply for Element 3 funding when we have collated the necessary paperwork.
- We will apply to the Local Authority for an Education, Health and Care Plan when the relevant Professionals have been contacted and the necessary paperwork has been completed.

### Arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

- Class teachers are responsible for regular liaison with parents, including parents evening meetings (3 meetings per year for SEND children as per Code of practice) They will share Learning Plans for individual pupils with parents at these meetings.
- Annual report to parents by class teacher.
- Additional meetings will be arranged as needed with SENCo and other professionals as appropriate to the needs of the individual child
- Parents can request an extra meeting if wished
- Home/school book can be used if daily contact with parents is needed, at the discretion of school.
- Implementation meetings/ annual reviews for children with EHCP are held and recorded using paperwork recommended by Leicester City Council.
- Access to SENDIASS is encouraged- they can support you with many aspects of having a child with SEND.



Arrangements for consulting young people with special educational needs about, and involving them in, their education.

- We have a School Council to ensure that Pupil Voice is heard across the school.
- All classes use talk partners and peer marking and SEND pupils are supported to participate when possible.
- Pupil passports are completed prior to transition for children with high needs. This enables pupils to express their likes, dislikes, strengths, difficulties and things that help them to learn more easily.
- When EHCP are applied for and reviewed if appropriate pupil's opinions are sought.
- When devising alternative curriculum provision pupils are included in the process when possible.

Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- Parents have the right to complain if they feel that the school or Local Authority has failed in their duty to provide for your child's needs, if they disagree with a decision made concerning their child or if they suspect discriminatory practice.
- Any complaints concerning SEND should be made in accordance with the school's Complaints Policy and procedures and/or the SEND appeals regulations at LEA level.
- The school's complaint procedure is available on the website and via request at the school reception.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

- All low level concerns are recorded and given to Deputy head teacher who decides if any further action is needed.
- All staff have had safeguarding/FGM/Prevent training and are aware of procedures of recording and reporting incidents to senior designated leads.
- All calls and actions are recorded as per guidelines.
- Relevant staff attend case conferences, QUSAB, Children in Need meetings as required.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

<http://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen>

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- At Marriott we recognise that transitions can be difficult for a child with SEND and therefore we take steps to make transitions as smooth as possible.

*Transition into the school- F1 or F2.*

- We make home visits to meet you and your child in familiar surroundings.
- We may make visits to your child's previous provision or setting to meet their previous key worker.
- We will contact the SENCo from your child's previous provision or setting to ensure that we are aware of any support needs that your child may have.
- We will ensure that we have all previous records about your child, including any recommendations from the Early Years Support Team.
- Children will be invited into the school to spend time in their class with their new teacher.
- Children have a short, staggered entry to become familiar with the school in the autumn term.

*When moving classes in school*

- Children will spend time at the end of the summer term with their new class teacher.
- Information about your child, including information relating to medical needs or SEND, will be passed on to the new class teacher.
- Some pupils with SEND, particularly those with ASD, will have enhanced transition and will bring a transition book home for the summer holidays.

*When moving to another school*

- We will contact the SENCo of your child's new school to ensure that they are aware of any support needs that your child may have.
- We will make sure that all records about your child, including information relating to medical needs or SEND, will be passed on to the new school.

*Transition from Primary to Secondary School*

- If your child has a statement or Education, Health and Care Plan discussions will take place during the autumn term of Year 6 about the most appropriate Secondary setting for your child.
- The head of Year 7 or other teacher from your child's Secondary School will usually come to visit them at Marriott.
- Your child will spend a day or days at their new Secondary School during the summer term before they leave Marriott.
- Some pupils with SEND, particularly vulnerable pupils including those with ASD or Social, Emotional and Mental Health needs will have enhanced transition. If they need to spend additional days at their new school a member of staff from Marriott may accompany them if appropriate.
- Some pupils with SEND, particularly those with ASD, may bring a transition book home for the summer holidays.

Information on where the local authority's local offer is published.

The LA Local Offer

- The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.
- Please click the download link below to download information about our school and the school offer for pupils with special educational needs or disability. You can also find this and other useful information on the Leicester local offer website:

<http://families.leicester.gov.uk/local-offer>