



# Marriott Primary

Achieving Together

## SEND information report 2021 - 2022

<b>Approved</b>	
<b>Signed</b> (Chair of Governors)	
<b>Reviewed (Due:)</b>	
<b>Signed</b> (Chair of Governors)	

## Marriott SEND team:



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<p><b>The kinds of special educational needs that are provided for</b></p>	<p>The broad areas of SEND need are:</p> <ul style="list-style-type: none"> <li>• <b>Communication and Interaction</b> including: speech, language and communication needs (SLCN), autism spectrum disorder (ASD)</li> <li>• <b>Cognition and Learning</b> including: specific learning difficulty (SpLD), dyslexia, dyscalculia, dyspraxia, moderate learning difficulty (MLD)</li> <li>• <b>Social, Emotional and Mental Health Difficulties</b> including: attention deficit hyperactive disorder (ADHD), depression, eating disorder, attachment disorder.</li> <li>• <b>Sensory and/or Physical</b> including: hearing impairment, visual impairment, epilepsy</li> </ul> <p>For children with medical needs we follow statutory guidelines for supporting children with medical conditions.</p>
<p><b>Policies for identifying pupils with SEN and assessing their needs</b></p>	<p>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, moreover may also provide high quality evidence based targeted interventions. At Marriott, teachers are responsible and accountable for the progress of all the pupils in their class, including those pupils who may access support from teaching assistants or specialist staff. Quality first teaching, adapted, personalised and individualised for groups and individual pupils, is the first step in responding to pupils who have or may have SEN. 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, SEN is reviewed at our termly pupil progress meetings. In these meetings, we identify any pupils whose progress:</p> <ul style="list-style-type: none"> <li>• Is significantly slower than that of their peers starting from the same baseline</li> </ul>

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. At this stage, support and necessary interventions will be put in place suited to your child's needs. If a child has not made progress as identified through quality first teaching and high quality evidence based intervention, the class teacher in agreement with the parents/carer and child may consider a referral to the SENCO for early monitoring. This involves an assessment of the child's strengths and difficulties and a discussion with parents.

This early discussion with the parents and where appropriate, the pupil, will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.

Targeted provision or support is identified and put in place in agreement with the parents. A follow-up meeting is then arranged where the impact of this provision is reviewed and a decision is made whether a child's needs can be met with universal provision or they require provision and support which is above and beyond this. If this is the case, with parent's agreement, the child will be added to the school's SEND register.

A graduated response will then start, the approach is inclusive and value the parents and carers as well as the voice of the child: Importantly we may share and request information with parents and the child to ensure that we are getting the best information about meeting the child individual needs. Initial concerns

forms are then completed by the class teacher. The purpose of these form is to identify the main area of need, then we can focus more specifically on how we can meet those needs. This then forms the basis of the Early monitoring where parent / child's views are included SENCO and SEN Support collates information, this may include assessments / observations / checklists / questionnaires / discussions/ data overtime. After a period of time, a review will take place to decide how to meet the individual needs of the child or young person and the child may –

- Require continued monitoring to decide if the child's needs have been met by the class team
- Requires additional support from the SEN team and goes on the SEND register
- No further action is required All children who are placed on the SEN register have an individual learning plan.

The learning plan will be reviewed with the child, parents and class teacher three times a year (termly). The class teacher is responsible for maintaining accurate records of the learning plan on the student's learning. If your child is placed on the SEND register, then their progress and individual needs will be reviewed regularly and overtime. They may receive additional resources or support, including interventions and provisions to ensure that they are making good progress. All children on the SEND register will have outcomes they are working towards and these will be shared and reviewed each term by the class team, parents and child. We will all work together towards our agreed outcomes. The school may also decide to seek advice and support from outside agencies in line with the graduated response. Should the child have continuing difficulties or needs which require additional support or resources, in consultation with parents we may approach the Local Authority (LA) to request a statutory assessment. This may, or may not, result in the LA issuing an Education, Health and Care (EHC) plan. If a pupil is on a plan it will be reviewed annually with the pupil, parents, outside agencies, SENCO, class teacher.

If you have any concerns or think your child may a special educational need, you should always speak to your child's class teacher.

**Arrangements for consulting parents or children with SEN and involving them in their child's education**

Marriott aims to fully support pupils and families and ensures that staff including the SENCO, SEN Support and Attendance Welfare Officer are available to meet and discuss issues and concerns. Together it is hoped that appropriate actions and planning can be made to ensure the child and their family feel supported in having additional needs met.

Class teachers are responsible for regular liaison with parents of all children, including those with identified special educational needs. This includes two parents evening meetings a year and end of year report to parents by class teacher.

In line with the SEND code of practice (2014), any children on the SEND register will have three review meetings a year with the class teacher. Two of these may be done as part of the parent's evening cycle. The purpose of these meetings is to review the child's Learning Plan outcomes and share next steps. Class teachers will discuss what progress your child has made towards the agreed outcomes, set new outcomes with you and describe what provision is in place to help your child to meet these outcomes.

In addition to the three review meetings with parents, the following may also take place:

- 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.

Parents are also sign posted towards the LA Local Offer and the school's SEND information report, which outline the support they can expect to receive for their child with SEND. Links to these documents are provided on the school's web site.

School will also signpost families to SENDIASS for additional support.

	<p>Marriott acts as a link between parents and any outside agencies which may be asked to provide support, advice or assessments on their child with SEND. These agencies may include the Learning, Communication and Interaction Support Team, Visual Support Team, Hearing Support Team, Primary Social, Emotional and Mental Health Team and various branches of the NHS, particularly Speech and Language Therapy. School will make referrals to the Educational Psychology Service as part of the EHCP request process.</p> <p>The school also maintains close links with the local Pre-schools or nurseries, we will receive from them information concerning any Special Educational Needs identified by them. Liaison between parents and school will be fundamental to building up a complete picture of any child with SEND. At all meetings with parents and especially when a child first joins one of the settings, a careful profile will be made of the strengths and history of the child's development.</p> <p>At the end of the school year, the school works to provide transition days which support children as they move from one class to the next or to the next stage in their educational life. Enhanced transition arrangements are made for some pupils with SEND and some pupils may have transition booklets to take home for the summer holidays. We also have good links with local secondary schools, all of whom have taster days and many of whom also offer enhanced transition packages for pupils with SEND.</p>
<p><b>Arrangements for consulting young people with SEN and involving them in their education</b></p>	<p>The pupils are at the centre of everything we do as a school and we put their voice at the forefront. These are the ways in which pupils are involved in their education:</p> <ul style="list-style-type: none"> <li>• We have a School Council to ensure that Pupil Voice is heard across the school.</li> <li>• All classes use talk partners and peer marking and SEND pupils are supported to participate when possible.</li> <li>• 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.</li> <li>• When EHCP are applied for and reviewed if appropriate pupil's opinions are sought.</li> <li>• When devising alternative curriculum provision pupils are included in the process when possible.</li> <li>• Your child's teacher will discuss next steps and targets with your child and talk to them about how to achieve these. Your child will have the opportunity to decide what support they will need to meet their planned outcomes or targets.</li> </ul>

	<ul style="list-style-type: none"> <li>• Outside professionals or school staff may hold pupil interviews where they discuss many aspects of your child's learning and what barriers they feel they are facing.</li> <li>• Children will be given the opportunity to give their views in any formal review meetings held.</li> </ul>
<p><b>Arrangements for assessing and reviewing pupils' progress towards outcomes</b></p>	<p>We follow the graduated approach and the four-part cycle of assess, plan, do, review.</p> <p>On a day to day basis, class teachers are continuously reviewing provision and a child's progress towards their outcomes, and adaptations are made when needed.</p> <p>The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> <li>• The teacher's assessment and experience of the pupil</li> <li>• Their previous progress and attainment and behaviour</li> <li>• Other teachers' assessments, where relevant</li> <li>• The individual's development in comparison to their peers and national data</li> <li>• The views and experience of parents</li> <li>• The pupil's own views</li> <li>• Advice from external support services, if relevant</li> </ul> <p>At Marriott we regularly and carefully monitor and evaluate the quality of provision we offer to all pupils, including those with SEND. We do this in the following ways:</p> <ul style="list-style-type: none"> <li>• Quality First Teaching.</li> <li>• Lesson observations and learning walks</li> <li>• Every half term, class teachers meet with the SENCO and SLT in SEND review meetings, to discuss pupils' progress towards outcomes and the impact of provision in place.</li> </ul>



	<ul style="list-style-type: none"> <li>• Book/ pupil work reviews to reflect progress and small steps progress over time</li> <li>• Making parents and pupils fully aware of any additional provision and the outcome</li> <li>• Monitoring of pupil progress by class teachers, the SENCO and leaders</li> <li>• Reviews of learning plans</li> <li>• Effectively track data and progress of children with SEND.</li> <li>• Provide children with plans and outcomes that ensure their individual needs are being met.</li> </ul>
<p><b>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</b></p>	<p>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.</p> <p><u>Transition into the school- F1 or F2:</u></p> <ul style="list-style-type: none"> <li>• We make home visits to meet you and your child in familiar surroundings.</li> <li>• We may make visits to your child’s previous provision or setting to meet their previous key worker.</li> <li>• 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.</li> <li>• We will ensure that we have all previous records about your child, including any recommendations from the Early Years Support Team.</li> <li>• Children will be invited into the school to spend time in their class with their new teacher.</li> <li>• Children have a short, staggered entry to become familiar with the school in the autumn term.</li> </ul> <p><u>When moving classes in school:</u></p> <ul style="list-style-type: none"> <li>• Children will spend time at the end of the summer term with their new class teacher.</li> </ul>

- 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 Summer term of Year 5 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.

	<ul style="list-style-type: none"> <li>• Some pupils with SEND, particularly those with ASD, may bring a transition book home for the summer holidays.</li> </ul>
<p><b>The approach to teaching pupils with SEN</b></p>	<p>Marriott Primary School is committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEND).</p> <p>Marriott Primary is an inclusive, mainstream school and welcomes all pupils including those with SEND.</p> <p>We firmly believe that every teacher is a teacher of SEND and needs to provide a curriculum to meet the needs of all children.</p> <p>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.</p> <p>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 children of the same age.</p>
<p><b>How adaptations are made to the curriculum and the learning environment of pupils with SEN</b></p>	<p><u>Curriculum:</u></p> <p>At Marriott Primary, 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 Code of Practice (2014).</p> <p>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</p>

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.

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.

We make the following adaptations to ensure all pupils' needs are met:

- Quality first teaching
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The curriculum will be adapted to ensure that your child has access to their learning, staff are provided with the Local Authority Meeting Individual Needs Standards and 'Best endeavours, reasonable adjustment' (BERA) guidance for different SEND.
- A multi-sensory approach to learning will be used where it helps the child access the learning.
- Resources and Equipment that further support learning will be provided depending on children's individual needs.
- Staff will encourage independence, perseverance and resilience with learning whilst maintaining access to our curriculum.

- At Marriott, we encourage our children to understand what helps them learn, they are encouraged to be reflective and to understand what can help them feel more confident in accessing a well matched curriculum.
- Feeding back to our SEND students is often specific to their needs and may include an emphasis on understanding the expressive and receptive elements to our verbal feedback. We ensure that our marking offers SEND children the opportunity to appreciate clearly what they have done well but also have clear areas for improvement.
- SEND students are given appropriate processing time and working memory prompts to ensure the curriculum remains well matched.

Additional provision and targeted interventions are put in place to meet a child's individual needs if necessary.

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 SEND Curriculum manager 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.

Learning environment:

Great efforts are made to ensure the school environment is accessible and inclusive to all. The school has an Accessibility Statement and Plan which is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors

	<p>are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.</p> <p>Children have access to the following spaces/facilities in school:</p> <ul style="list-style-type: none"> <li>• Nurture lunch – a smaller, quiet environment where children can have lunch instead of the dinner hall. This provision has no more than 10 children at a time and an adult to support.</li> <li>• Alternative lunch time provision – Hub provision where children can do a range of activities in a quiet environment with adult support, access to the ICT suite on set days with adult support, lunch club ran by a member of SLT</li> <li>• Hub provision – a provision of two classrooms which provides a range of interventions for children across the school.</li> <li>• Identified safe spaces have been developed to allow children to regulate their emotions and return to learning as soon as possible.</li> </ul>
<p><b>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</b></p>	<p>The school's SENCO (Claire Mannion) is currently studying for the Postgraduate Certificate in Special Educational Needs Coordination (The National Award for Special Educational Needs Coordination).</p> <p>All of our teachers are trained to work with children with SEN and have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or Local Authority courses, provision of books or guidance towards useful websites. Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities. All staff will be encouraged to develop SEN expertise through professional development, training and from local staff in-service work.</p> <p>Teachers, through the Performance Management procedures, and non-teaching staff through the Appraisal process, will receive regular professional support. The school SENCO offers regular training on different aspects of SEN support.</p> <p>Teachers and teaching assistants have attended CPD in areas such as:</p>

- 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
- Phonics
- Early Words
- Team Teach – which teaches how to de-escalate situations and how to safely physically intervene as a last resort if a child is in danger or putting others in danger.
- Oracy – Voice 21
- Routes to Resilience
- Lego Therapy

	<p>Specialist advice that may be sought for pupils with additional needs Specialist support from external agencies include:</p> <ul style="list-style-type: none"> <li>• Social Emotional Mental Health (SEMH) team</li> <li>• Educational Psychologist (EP)</li> <li>• Speech and Language therapist (SALT)</li> <li>• Hearing Support (HS)</li> <li>• Visual Support (VS)</li> <li>• Learning Communication and Interaction Support Team (LCI)</li> <li>• Early Years Support Team (EYST)</li> <li>• ADHD Solutions</li> <li>• School Nurse</li> </ul>
<p><b>How equipment and facilities to support children and young people with SEN will be secured</b></p>	<p>The school receives a notional amount of money for each pupil from which we are expected to meet your child's needs.</p> <p>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)</p> <p>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.</p> <p>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.</p> <p>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.</p>



<p><b>How the effectiveness of the provision made for pupils with SEN is evaluated</b></p>	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> <li>• Reviewing pupils' individual progress towards their goals each term</li> <li>• Reviewing the impact of interventions</li> <li>• Monitoring by the SENCO</li> <li>• Using Symphony Grids to assess small steps of progress made in Reading, Writing and Maths</li> <li>• Holding annual reviews for pupils with EHC plans</li> </ul> <p>SEND children will also have:</p> <ul style="list-style-type: none"> <li>• Termly SEND outcome reviews this will be with teacher and parent/child</li> <li>• Half termly SEND review meetings with class teachers, SENCO and SLT.</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• SENCO may meet with parents and child</li> <li>• SENCO may meet with parents and child and class teacher or supporting adult</li> <li>• SENCO may meet with parents / child and additional specialist services</li> </ul>
<p><b>How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN</b></p>	<p>Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. If a club is provided by an external provider, then the SEN team will work with them to understand the needs of the child so that the external provider can meet the needs of all children that attend their provision.</p> <p>All children are encouraged to take part in sports day/school plays/special workshops, etc.</p> <p>Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs. Risk assessments are carried out for all trips off-site. As part of the planning process, the visit lead will ensure that the scaffolding and visuals required for the children</p>

	<p>to access the visit, along with the relevant adult support, are provided. All of our extra-curricular activities and school visits are available to all our pupils, including our beforehand after-school clubs.</p> <p>The school's 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.'</p> <p>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.</p> <p>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.</p> <p>Marriott has ramps, disabled parking and toilets to enable physical accessibility to school premises and to the curriculum.</p>
<p><b>Support for improving emotional and social development – including extra pastoral support arrangements for listening to the pupils with SEN and measures to prevent bullying</b></p>	<p>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.</p> <p>Class teachers will monitor pupil's wellbeing and will speak to parents in the first instance if they have any concerns.</p> <p>External advice from agencies such as the School nurse, the Social Emotional and Mental Health Team and the Educational Psychology service will be sought if a pupil has emotional or behavioural difficulties which regularly and substantially impact on a child's learning or that of the class group.</p> <p>Parents will be signposted to support they can access outside of school, including: the GP, Early Help and a range of services which are detailed in a directory which is on the school website: 'Mental Health Support in Leicester City, Leicestershire, and Rutland SERVICES GUIDE FOR CHILDREN, YOUNG PEOPLE AND FAMILIES.'</p>

Marriott Primary School have a range of support and provision available to support children's social, emotional and mental health needs. This includes:

- Whole school approach including emotion check-ins, use of emotion scales in class
- Class systems in place for children to report worries/concerns
- Creation and use of calm boxes and calm areas
- Agreed safe spaces
- Nurture breakfast
- Nurture lunch provision
- Afternoon Nurture sessions for KS2 groups
- Personalised timetables for individual children
- Regular check-ins from identified members of staff
- Good to be me group
- Drawing and Talking
- Bereavement support
- School therapy dog – Winnie
- Attendance welfare officer
- Individual Support plans and Positive Handling Plans are put in place for specific children as needed
- Sensory room
- Therapeutic provision – Way of the Horse
- Support from Social, Emotional, Mental Health Team upon request

The School's Anti-Bullying policy outlines that some children may be more vulnerable to bullying than others, including children with Special Educational Needs and disabilities. Details of what we have in place to prevent bullying and how allegations of bullying are dealt with. This policy can be found on the school's website.

**How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupil's with SEN and supporting their families**

Marriott Primary School recognises the importance of working closely with other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations to meet the needs of pupils with Special Educational Needs.

Where a pupil continues to make less than expected progress in any area, despite evidence-based support and interventions that are matched to the pupil's areas of needs, we will consider involving specialists. This includes:

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

Parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed.

<p><b>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</b></p>	<p>At Marriott Primary School, we would always hope that we could resolve concerns and worries regarding your child and would do our best to try this,</p> <p>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.</p> <p>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.</p> <p>The school's complaint procedure is available on the website and via request at the school reception.</p>
<p><b>Contact details of support services for parents of pupils with SEN</b></p>	<p>All information related to the Local Authority support services for parents of pupils with SEN can be found on the Leicester City Council website:</p> <p><a href="https://families.leicester.gov.uk/send-local-offer/">https://families.leicester.gov.uk/send-local-offer/</a></p> <p>Parents can make contact with the individual support services using the following details (which can be found on the website listed above)</p> <p>Special Education Service – 01164542050 <a href="mailto:ses@leicester.gov.uk">ses@leicester.gov.uk</a></p> <p>Early Years Support Team – 01164544750</p> <p>Learning, Communication and Interaction Team (LCI) – 01164544650</p> <p>Vision support – 01164544650 <a href="mailto:martine.hudson@leicester.gov.uk">martine.hudson@leicester.gov.uk</a></p> <p>Hearing Impairment – 01164544650 <a href="mailto:paula.holloway@leicester.gov.uk">paula.holloway@leicester.gov.uk</a></p> <p>Social, Emotional and Mental Health (SEMH) – 01164544650</p> <p>City Psychology Service – 01164545470 <a href="mailto:psychology@leicester.gov.uk">psychology@leicester.gov.uk</a></p>

	<p>SENDIASS Leicester offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with Special Educational Needs or Disabilities (SEND) as well as young people themselves. The advice and information covers key issues like special educational needs and provision and they can offer support on Education, Health and Care Needs Assessments and Plans and matters relating to social care and health.</p> <p>They can also give you practical support with tasks such as:</p> <ul style="list-style-type: none"> <li>• Understanding complicated documents and reports</li> <li>• Completing paperwork</li> <li>• Attending meetings with you to ensure your views are heard</li> </ul> <p>Find more information on their website: <a href="https://sendiassleicester.org.uk/">https://sendiassleicester.org.uk/</a></p> <p>Contact SENDIASS on 01162480862 or email <a href="mailto:info@sendiassleicester.org.uk">info@sendiassleicester.org.uk</a></p>
<p><b>Named contacts within the school for when young people or parents have concerns</b></p>	<p>You should always talk to your child’s class teacher about any worries or concerns in the first instance and they will help or notify another member of staff who can.</p> <p>You can also contact the following people in school, if you do not feel that the matter has been resolved:</p> <ul style="list-style-type: none"> <li>• Vanessa Power – Office Manager and Parent Liaison Lead</li> <li>• Julie Sutton – Attendance and Welfare Officer</li> <li>• Claire Mannion – SENCO</li> </ul>
<p><b>The school’s contribution to the local offer and where the LA’s local offer is published</b></p>	<p>The LA Local Offer:</p> <p>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'.</p>

	<p>You can find this and other useful information on the Leicester local offer website:  <a href="http://families.leicester.gov.uk/local-offer">http://families.leicester.gov.uk/local-offer</a></p>
<p><b>Information as to:</b></p>	<p><b>The arrangements for the admission of disabled pupils</b></p> <p>Children are admitted to Marriott Primary School according to our Admissions Policy. The admissions of pupils with disabilities is the same as those applied to pupils without disabilities. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of pupils with disabilities.</p> <p>Where a child has a disability, the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no child is placed at a disadvantage to others.</p> <p>Parents/carers of children with disabilities are advised to speak to us prior to admission to discuss any reasonable adjustments so these can be made for when a child starts.</p>
	<p><b>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</b></p> <p>The Special Educational Needs &amp; Disability Code of Practice (DfE &amp; DoH, 2015) clearly states that: "All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential enabling them to achieve their best and make a successful transition to adulthood" (Chapter 6).</p> <p>The Equality Act 2010 states that, as a school, we "must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage." (Equality Act 2010).</p> <p>These expectations are the foundation underpinning Marriott Primary School's development and we strive to achieve this with all our children.</p> <p>Class teachers are responsible for children with special educational needs/disabilities. These statements are from the 0-25 SEND Code of Practice (2015):</p> <p>'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'</p>

'The class or subject teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class or subject teacher...'

'They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.'

'Working with the SENCO, [they] should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.' (0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)

The teacher standards state that teachers 'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them'.

Marriott Primary School is focused on developing a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for children and young people with SEN and/or disabilities – widening our universal offer and being responsible for all children in our class.

Marriott will ensure that children who have learning needs and have fallen behind can access 'catch-up' interventions, they do not have to be classified as having SEN to do so.

Through our whole school performance management cycle, teaching staff are observed and the quality of teaching and learning is evaluated for all pupils.

Subject leaders and the SENCO regularly monitors the provision, teaching and learning opportunities for SEND pupils and data is monitored following each data point to ensure progress and attainment is in line with their non- SEND peers where possible. Findings from the above informs TA deployment and interventions.



	<p><b>The facilities you provide to help pupils with disabilities to access the school</b></p>	<p>Marriott Primary School's Accessibility Statement and Plan can be found on the school's website.</p> <p>Marriott Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.</p> <p>Marriott Primary School has the following facilities:</p> <ul style="list-style-type: none"> <li>- Adult and child disabled toilets</li> <li>- Wheelchair access, including entrances</li> <li>- Easy access for taxis/disabled transport</li> <li>- High adjustable bed for changing</li> </ul> <p>Each child's needs are assessed and the school will liaise with the Occupational Therapy Team who will be able to advise any further facilities needed to help children with disabilities access the school.</p>
<p><b>Reference to your accessibility plan, with confirmation that it covers:</b></p>	<p><b>Increasing the extent to which disabled pupils can participate in the curriculum</b></p>	<p>At Marriott Primary School, we strive to ensure that all pupils, including pupils with SEN and disabilities, have access to the curriculum. This is done in the following ways:</p> <ul style="list-style-type: none"> <li>• Differentiation – ensuring all children can access the content and activities in a lesson</li> <li>• Organisation of classrooms to promote participation and independence of all pupils</li> <li>• Continuous Professional Development (CPD) in SEN and disabilities to ensure all staff are trained and know how to support pupils to participate in the curriculum</li> <li>• Use of specialist equipment where necessary</li> </ul>
	<p><b>Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits,</b></p>	<p>The school's Accessibility Plan details the outcome of the Access Audit, which was last carried out in March 2019, and identifies the actions for improving physical access:</p> <ul style="list-style-type: none"> <li>• Keeping corridors clear from obstructions</li> <li>• Installation of ramps to the Hub</li> </ul>

	<b>facilities and services you provide</b>	
	<b>Improving the availability of accessible information to disabled pupils</b>	The school's Accessibility Plan details that we ensure the availability of written material in alternative formats when specifically requested.