



Marriott Primary

Achieving Together

SEND information report 2024-2025

Approved	27th September 2023
Signed (Chair of Governors)	
Reviewed (Due:)September 2024	
Signed (Chair of Governors)	

Welcome to our SEND Information Report, which is part of the Leicester Local Offer for learners with Special Educational Needs and Disabilities. Marriott Primary is an inclusive school and welcomes all pupils including those with SEND. We firmly believe that every teacher is a teacher of SEND and provide a broad and balanced curriculum for all children.

The Local Offer can be found at: <https://families.leicester.gov.uk/send-local-offer>

This information report provides an outline of how we work towards achieving this and what we have in place in school to support your child.

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Marriott SEND team



Janet Gelsthorpe	Emily Bates	Ruth Neill	Jo Carnall
Special Educational Needs and Disabilities Coordinator (SENDCO)	Special Educational Needs Curriculum Manger and Hub Lead	Co-Head teacher	Deputy Head – Assessment and Curriculum
			
Josie Soni	Sarah Beal	Marlene Singh	Jen Wright
Special Educational Needs Learning Support Assistant – Level 3 Hub team member	Special Educational Needs Learning Support Assistant – Level 3 Hub team member	Special Educational Needs Learning Support Assistant – Level 2 Hub team member	Special Educational Needs Learning Support Assistant – Level 2 Hub team member
		All other Learning Support Assistants also form part of the SEND team providing for pupils across the school through in class support, interventions and 1:1 work.	The office team provide administrative support for the SEND team.
Julie Sutton	Vanessa Power		
Pastoral Support Worker – Safeguarding and Attendance	Pastoral Support Worker – Parental Engagement		

What kinds of special educational needs do we provide for?	<p>Following the guidance in the SEND Code of Practice, we group needs into four main areas:</p> <p>The broad areas of SEND need are:</p> <ul style="list-style-type: none"> • Communication and Interaction including: speech, language and communication needs (SLCN), autism spectrum disorder (ASD)
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	<ul style="list-style-type: none"> • Cognition and Learning including: specific learning difficulty (SpLD), dyslexia, dyscalculia, dyspraxia, moderate learning difficulty (MLD) • Social, Emotional and Mental Health Difficulties including: attention deficit hyperactive disorder (ADHD), depression, eating disorder, attachment disorder. • Sensory and/or Physical including: hearing impairment, visual impairment, epilepsy <p>For children with medical needs we follow statutory guidelines for supporting children with medical conditions. See medical policy.</p> <p>The purpose of identification of need is to work out what action the school should take to support your child and not to fit your child into a category. You child's needs may cover more than one area or all areas and their needs may change over time.</p>
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<p>How do we identify and assess the needs of pupils with SEND?</p>	<p>A graduated response is used in assessing, identifying and providing for pupils' who may have special educational needs. The approach is inclusive and values the voice of parents and carers as well as the voice of the child. A flow chart version of these stages can be found on the school's website or in appendix 1.</p> <p>If you have any concerns or think your child may have a special educational need, you should always speak to your child's class teacher in the first instance.</p> <p>Although the school can identify special educational needs and disabilities, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.</p> <p><u>INITIAL CONCERNS</u></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 their full potential through these methods, the class teacher will make further adjustments, personalising the curriculum to maximise the pupil's engagement and progress, and may also provide high quality evidence based targeted interventions.</p> <p>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"> • 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
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- 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 further monitoring (watch list).

EARLY MONITORING (WATCH LIST)

Early monitoring involves an assessment of the child's strengths and difficulties and a discussion with parents. The purpose of this is to identify the main area of need, so that we can focus more specifically on how we can meet those needs.

This then forms the basis of the Early monitoring (watch list) where parent / child's views are included and the class teacher collates information, this may include assessments / observations / checklists / questionnaires / discussions/ data over a period of time/ assessment grids/spelling logs/behaviour logs etc.

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. Provision is reviewed again and a follow up meeting arranged.

REVIEWING PROVISION AND TARGETTED INTERVENTIONS

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:

- No further action taking place
- Continued monitoring to decide if the child's needs have been met by the class team
- Additional support from the SEN team and goes on the SEND register

Further targeted provision or support may then be put in place and a follow up meeting arrange to review progress again depending on the needs of the child at


	<p>this stage. Some children will then need additional support and be placed on the SEND register.</p> <p><u>SEND REGISTER</u></p> <p>All children who are placed on the SEN register have an individual learning plan. Outcomes the child is working towards will be outlined on the plan and these will be shared and reviewed each term by the class team, parents and the child three times a year. The class teacher is responsible for maintaining accurate records of the learning plan.</p> <p>Your child may receive additional resources or support, including interventions and provisions to ensure that they are making good progress.</p> <p>The school may also decide to seek advice and support from outside agencies in line with the graduated response.</p> <p>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 additional funding for a period of time.</p> <p><u>COMPLEX AND ENDURING NEEDS</u></p> <p>Should a child's difficulties be deemed to be complex and enduring and on the advice of outside agencies and in consultation with parents a request for statutory assessment may be submitted by the school.</p> <p>Requesting a statutory assessment may, or may not, result in the LA issuing an Education, Health and Care (EHC) plan. An EHC Plan is a statutory document for individual children and young people aged up to 25 who need more support than available through special educational needs support. An EHC Plan identified educational, health and social needs and sets out the additional support to meet those needs.</p> <p>If a pupil is on a plan, it will be reviewed annually with the pupil, parents, SENCO, class teacher and where appropriate outside agencies.</p> <p>Appendix 2 shows the statutory assessment process as defined by the Local Authority. Further information can be found at: https://families.leicester.gov.uk/send-local-offer/about-send/education-health-and-care-assessment-and-plans/statutory-assessment-timescale</p> <p>Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.</p>
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<p>What arrangements for consulting and involving parents and families with SEN pupils in their child's education are in place?</p>	<p>Marriott aims to fully support pupils and families and ensures that staff including the SENCO, SEN Support Learning Support Assistants and Pastoral Support Officers 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.</p> <p>Class teachers are responsible for regular liaison with parents of all children, including those with identified special educational needs. This includes two</p>
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	<p>parents evening meetings a year and end of year report to parents by the class teacher.</p> <p>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.</p> <p>In addition to the three review meetings with parents, the following may also take place:</p> <ul style="list-style-type: none"> • Additional meetings can be arranged as needed with SENCo and other professionals as appropriate to the needs of the individual child • 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. <p>Parents are also sign posted towards the LA Local Offer which outlines the support they can expect to receive for their child with SEND. Links to these documents are provided on the school's web site.</p> <p>School will also signpost families to SENDIASS for additional support.</p> <p>https://sendiassleicester.org.uk</p> <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:</p> <ul style="list-style-type: none"> • Learning, Communication and Interaction Support Team (LCI) • Visual Support Team • Hearing Support Team • Social, Emotional and Mental Health Team • Early Years Support Team (EYST) • Educational Psychologists (EP) • Various branches of the NHS, particularly Speech and Language Therapy.
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<p>What arrangements for consulting with young people with SEN and involving them in their education are in place?</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"> • 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 by some children which enables pupils to express their likes, dislikes, strengths, difficulties and things that help them to learn more easily
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	<ul style="list-style-type: none"> • When EHC Plans are applied for and reviewed, if appropriate pupil's opinions are sought through questioning, observation or sorting activities • When devising alternative curriculum provision pupils are included in the process when possible • 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 • 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 • Children will be given the opportunity to give their views in any formal review meetings held
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<p>What arrangements for assessing and reviewing SEN pupils' progress towards outcomes are in place?</p>	<p>We follow the graduated approach and the four-part cycle of assess, plan, do, review.</p> <ul style="list-style-type: none"> • Assess – analyse the child's special educational needs • Plan – identify the additional and different support needed • Do – put the support in place • Review – regularly check how well it is working so that support can be changed as/if needed  <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"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant <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"> • Quality First Teaching. • Lesson observations and learning walks • Regular meetings between class teachers, the SENCO and SLT in SEND review meetings, to discuss pupils' progress towards outcomes and the impact of provision in place.
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	<ul style="list-style-type: none"> • Book/ pupil work reviews to reflect progress and small steps progress over time • Making parents and pupils fully aware of any additional provision and the outcome • Reviews of learning plans • Effectively tracking data and progress of children with SEND. • Providing children with plans and outcomes that ensure their individual needs are being met.
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<p>What arrangements for supporting pupils moving between phases of education and preparing for adulthood are in place?</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> <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>We also:</p> <ul style="list-style-type: none"> • Make home visits to meet you and your child in familiar surroundings. • May make visits to your child’s previous provision or setting to meet their previous key worker. • 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. • Ensure that we have all previous records about your child, including any recommendations from the Early Years Support Team. • Invite children into the school to spend time in their class with their new teacher. • Have a short, staggered entry to become familiar with the school in the autumn term. <p><u>When moving classes in school:</u></p> <ul style="list-style-type: none"> • 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. <p><u>When moving to and from another school:</u></p> <ul style="list-style-type: none"> • 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/received on to the new school.
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	<p><u>Transition from Primary to Secondary School:</u></p> <ul style="list-style-type: none"> • If your child has an Education, Health and Care Plan discussions/information will take place/be shared during the Summer term of Year 5 about the most appropriate Secondary setting for your child. • An annual review will take place in the Autumn term of Year 6 where your views will be sought about the secondary school you would like to be consulted 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.
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<p>What is our approach to teaching pupils with SEN?</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. 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>
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<p>How are adaptations made to the curriculum and the learning environment for pupils with SEN?</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>
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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.

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 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

	<p>governors to ensure school meets its responsibilities under Equality Act (2010) with regard to reasonable adjustments and access arrangements.</p> <p><u>Learning environment:</u></p> <p>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 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"> • 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. • 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 run by a member of SLT • Identified safe spaces have been developed to allow children to regulate their emotions and return to learning as soon as possible. <p>We also have our Hub provision, which consists of two classrooms, that provide a range of interventions for children across the school who are identified as needing a higher than average amount of additional support. Children identified as needing to access the hub may be taught in the hub for some or all of their lessons. This allows a more bespoke programme of study to be completed focussing on targets and advice from external agencies and professionals. There is an area dedicated to cognition and learning and also social, emotional and mental health needs.</p>
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<p>How and when are alternative provisions and off-site programmes used for pupils with SEND?</p>	<p>At Marriott, we recognise that at times there maybe a need to use an off-site/alternative provision that can appropriately meet the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers.</p> <p>Provision will differ from pupil to pupil, but the main aim will be to improve pupil motivation and self-confidence, attendance and engagement with education with an aim for the pupil to reintegrate into full time mainstream education after a period of time.</p> <p>When this is being considered, advice from external agencies and professionals will be sought and reference made to the statutory guidance: Alternative Provision Statutory guidance for local authorities (January 2013).</p> <p>In these situations, we will always discuss the best provision with the parent/carer and seek the views of the pupil. Parents will be given clear information about the placement: why, when, where, and how it will be reviewed.</p>
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	Marriott will keep the placement under review. Reviews will be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it.
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<p>What expertise and training of staff to support pupils with SEN is provided, including how specialist expertise will be secured?</p>	<p>The school's SENCO (Janet Gelsthorpe) holds a 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 Learning Support Assistants (LSAs) have expertise and training on other areas or specific interventions. All LSAs 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> <ul style="list-style-type: none"> • Fun Time • Attachment awareness 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"> • Social Emotional Mental Health (SEMH) team • Educational Psychologist (EP) • Speech and Language therapist (SALT) • Hearing Support (HS) • Visual Support (VS)
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	<ul style="list-style-type: none"> • Learning Communication and Interaction Support Team (LCI) • Early Years Support Team (EYST) • ADHD Solutions • School Nurse <p>Designated staff are trained to use epipens and administer diabetic medication as needed. All staff have participated in asthma awareness.</p>
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<p>How will equipment and facilities to support children and young people with SEN be secured?</p>	<p>The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet pupils' SEND. This is called the 'notional SEND budget'.</p> <p>The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEND costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools are expected to use this funding to make provision for that individual pupil.</p> <p>If appropriate and for children with complex and enduring needs, we may 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>Examples of equipment may include:</p> <ul style="list-style-type: none"> • Pencil grips • Coloured overlays • Sensory toys • Practical resources • Ear defenders • Talking tins • Online computer programmes – widgit, dyslexia Gold
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<p>How is the effectiveness of the provision made for pupils with SEN evaluated?</p>	<p>The leadership team regularly monitors and evaluates the quality of provision for all pupils.</p> <p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their goals each term • Reviewing the impact of interventions using baseline and exit data • Using Symphony Grids to assess small steps of progress made in Reading, Writing and Maths • Holding annual reviews for pupils with EHC plans • Monitoring by the subject leads, phase leaders, SENCO, SLT and external agencies • Conducting pupil interviews/questionnaires
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	<ul style="list-style-type: none"> • Learning walks and observations of lessons and interventions • Governor monitoring visits <p>Children with SEN will also have:</p> <ul style="list-style-type: none"> • Termly SEND outcome reviews this will be with teacher and parent/child • Half termly SEND review meetings with class teachers, SENCO and SLT <p>In addition:</p> <ul style="list-style-type: none"> • SENCO may meet with parents and child • SENCO may meet with parents and child and class teacher or supporting adult • SENCO may meet with parents / child and additional specialist services <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Monitoring the effective implementation of the SEND policy • Liaising with the SENCO regularly • Reporting to the governing body on SEND
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<p>How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?</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. In some cases, parents will be asked to accompany their child(ren) if it is felt that this would be safer and a support to the child.</p> <p>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 to access the visit, along with the relevant adult support, are provided.</p> <p>All of our extra-curricular activities and school visits are available to all our pupils, including our before and 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 staff from Marriott.</p>
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	<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 the school premises and to the curriculum.</p>
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<p>What support for improving emotional and social development is available for SEN pupils (including measures to prevent bullying)?</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. The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and no judgemental attitude throughout the 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 may 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> <p>Marriott Primary School have a range of support and provision available to support children's social, emotional and mental health needs. This can include:</p> <ul style="list-style-type: none"> • Whole school approach including emotion check-ins, use of emotion scales in class • Use of a restorative behaviour system • RSHE lessons are delivered regularly and children are taught about emotional well-being, relationships and making positive health choices • Whole school focus days/weeks – anti-bullying, internet safety etc • Worry boxes in all classrooms and areas around the school • Class systems in place for children to report worries/concerns • Whole class calm boxes accessible to all children • Creation and use of individual 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 • Pastoral Support Officers
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	<ul style="list-style-type: none"> • Individual Support plans and Positive Handling Plans are put in place for specific children as needed • Sensory room • Therapeutic provision – Way of the Horse, Forest School • Alternative provision – Goldhill, Off site Forest School provision • Support from Social, Emotional, Mental Health Team upon request <p>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 are in this policy which can be found on the school’s website.</p>
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<p>How does the school involve other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupil’s with SEN needs and supporting their families?</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 and other relevant health services • Occupational therapists (OT) • General Practitioners (GPs) • Community paediatricians • Child and Adolescent Mental Health Service (CAMHS) • Early help and social workers <p>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.</p> <p>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> <p>For more information on the services available to school provided by the local authority please visit their website: https://families.leicester.gov.uk/send-local-offer/what-is-the-local-offer/</p> <p>Special Educational Needs and Disability Information, Advice and Support (SENDIASS) is available to all parents of pupils with special educational needs.</p>
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	<p>Parents of any pupil identified with SEND may contact them for independent support and advice. Further information can be found here: https://sendiassleicester.org.uk/</p>
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<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</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>
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<p>Contact details of support services for parents of pupils with SEN</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: https://families.leicester.gov.uk/send-local-offer/</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 – 0116 4542050 ses@leicester.gov.uk</p> <p>Early Years Support Team – 0116 4544750</p> <p>Learning, Communication and Interaction Team (LCI) – 0116 4544650</p> <p>Vision support – 0116 4544650 martine.hudson@leicester.gov.uk</p> <p>Hearing Impairment – 0116 4544650 paula.holloway@leicester.gov.uk</p> <p>Social, Emotional and Mental Health (SEMH) – 01164544650</p> <p>City Psychology Service – 01164545470 psychology@leicester.gov.uk</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"> • Understanding complicated documents and reports • Completing paperwork
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	<ul style="list-style-type: none"> • Attending meetings with you to ensure your views are heard <p>Find more information on their website: https://sendiassleicester.org.uk/</p> <p>Contact SENDIASS on 0116 2480862 or email info@sendiassleicester.org.uk</p>
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<p>Who are the named contacts within the school for when young people or parents have concerns?</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 if appropriate.</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"> • Phase leaders <p>Foundation Stage – Kerry Carter Year 1 and 2 – Lizzie Kerwin Year 3 and 4 – Yusuf Deveaux-Ward Year 5 and 6 – Vicky Brown</p> <ul style="list-style-type: none"> • Vanessa Power – Pastoral Support Officer – Parental Engagement • Julie Sutton – Pastoral Support Officer – Safeguarding and Attendance • Janet Gelsthorpe – SENCO
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<p>What is the school’s contribution to the local offer and where the LA’s local offer is published?</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: http://families.leicester.gov.uk/local-offer</p>
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<p>What are the arrangements for the admission of disabled pupils?</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 in liaison and agreement with the required external agencies 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 adjustment required so these can be discussed with external agencies in advance of a child starting at the school.</p>
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<p>What steps have the school taken to prevent disabled pupils from being treated less favourably than other pupils?</p>	<p>The Special Educational Needs & Disability Code of Practice (DfE & 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>We ensure that the culture and ethos of our school are such that, whatever the abilities and needs to members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010. Pupils are provided with the opportunity to experience, understand and value diversity.</p> <p>We include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:</p> <ul style="list-style-type: none"> • Having high expectations for all pupils • Finding ways in which all pupils can take part in the full curriculum • Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities • Planning the physical environment of the school to cater for the needs of pupils with disabilities • Raising awareness of disability amongst school staff • Using language which does not offend and in all its literature and making staff aware of the importance of language • Ensuring that there are examples of positive images of disabled people in books and displays
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<p>What facilities do you provide to help pupils with disabilities to access the school?</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"> - Adult and child disabled toilets - Wheelchair access, including entrances - Easy access for taxis/disabled transport - High adjustable bed for changing <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>
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<p>How have we increased the extent to which disabled pupils can participate in the curriculum?</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"> • Differentiation – ensuring all children can access the content and activities in a lesson • Organisation of classrooms to promote participation and independence of all pupils • 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 <p>Use of specialist equipment where necessary</p>
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<p>How do we improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide?</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"> • Keeping corridors clear from obstructions • Installation of ramps to the Hub
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<p>How have we improved the availability of accessible information to disabled pupils?</p>	<p>The school's Accessibility Plan details that we ensure the availability of written material in alternative formats when specifically requested.</p>
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<p>Which other policies/school documents have been referenced in this document?</p>	<p>Anti-bullying policy Behaviour policy Complaints procedure Intimate care policy Health and safety and medicines policy SEN policy Accessibility Plan</p>
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APPENDIX 1

A graduated response is used in assessing, identifying and providing for pupils' who may have special educational needs. The approach is inclusive and values the voice of parents and carers as well as the voice of the child.

We follow the graduated approach and the four-part cycle of assess, plan, do, review t each stage.

- Assess – analyse the child's special educational needs
- Plan – identify the additional and different support needed
- Do – put the support in place
- Review – regularly check how well it is working so that support can be changed as/if needed

STAGE	
Initial Concerns	<p>Class teacher to review Quality First Teaching strategies, planning, differentiation and resources provided.</p> <p>Class teacher may provide high quality evidence based targeted interventions.</p> <p>Class teacher to complete <u>initial concerns form</u> and share this with parents gaining additional information and changes within the family setting.</p> <p>Class teacher to complete review meetings with parents to monitor changes and agree next steps.</p> <p>Parents to ensure the child has had a recent hearing and sight test.</p>
Watch List (Early Monitoring)	<p>Class teacher to review Quality First Teaching strategies, planning, differentiation and resources provided. Class teacher to review the Local Authority Best Endeavours Reasonable Adjustments (BERA) documents.</p> <p>Class teacher may provide high quality evidence based targeted interventions.</p> <p>Class teacher to complete <u>watch List form</u> including assessments / observations / checklists / questionnaires / discussions/ data over a period/ assessment grids/spelling logs/behaviour logs etc.</p> <p>Class teacher to complete review meetings with parents to monitor changes and agree next steps.</p> <p>Class teacher to seek advice where necessary from SEND Team. If appropriate formal school-based assessments may be carried out.</p> <p>Parents to support with homework and reading as well as informing the class teacher of any changes within the family setting.</p>
SEND register	<p>Class teacher (in agreement with the SENCO) meet with parents to agree a child's placement on the SEND register.</p> <p>Class teacher to continue to review Quality First Teaching strategies, planning,</p>

	<p>differentiation and resources provided. Class teacher to review the Local Authority Best Endeavours Reasonable Adjustments (BERA) documents.</p> <p>Class teacher may provide high quality evidence based targeted interventions.</p> <p>Class teacher to create Learning Plan with parents — reviewed 3x year.</p> <p>SENCO to receive updates from class teachers regularly and support where needed. Referrals may be made to outside agencies by SENCO.</p> <p>Parents to attend review meetings and keep the class teacher informed of any changes within the family setting or with medical conditions.</p>
<p>Complex and Enduring Needs</p> <p>Funding applications</p>	<p>SENCO in conjunction with class teachers to collate evidence for Element 3 funding to support provision in place – reapply yearly if needed.</p> <p>Class teacher to continue to review Quality First Teaching strategies, planning, differentiation and resources provided. Class teacher to review the Local Authority Best Endeavours Reasonable Adjustments (BERA) documents.</p> <p>Class teacher or member of the SEND team may provide high quality evidence based targeted interventions.</p> <p>Class teacher to create Learning Plan with parents — reviewed 3x year.</p> <p>SENCO to receive updates from class teachers regularly and support where needed.</p> <p>Referrals may be made to outside agencies by SENCO.</p> <p>Parents to attend review meetings and keep the class teacher informed of any changes within the family setting or with medical conditions.</p>
<p>Complex and Enduring Needs</p> <p>Education, Health and Care (EHC) Plans</p>	<p>SENCO in conjunction with class teachers to collate evidence for EHC application to support provision in place.</p> <p>SENCO, to submit EHC Plan request to the local authority.</p> <p>Class teacher to continue to review Quality First Teaching strategies, planning, differentiation and resources provided. Class teacher to review the Local Authority Best Endeavours Reasonable Adjustments (BERA) documents.</p> <p>Class teacher or member of the SEND team may provide high quality evidence based targeted interventions.</p> <p>SENCO and class teacher to create Learning Plan with parents — reviewed 3x year. This used the outcomes from the EHC Plan and breaks them into small steps.</p> <p>SENCO to receive updates from class teachers regularly and support where needed.</p> <p>Parents to attend review meetings and keep the class teacher informed of any changes</p>

within the family setting or with medical conditions.

SENCO, class teacher, parents and child to complete EHC Annual review

APPENDIX 2

Education, Health and Care Statutory Assessment Process

