

Each child at Marvels Lane Primary School has individual and unique needs. There is a wide range of ability in each class and staff are trained and experienced at teaching the curriculum at a variety of levels within each lesson so that all children can learn. Learning is differentiated according to children's needs and teachers provide opportunities for challenge and value achievement for all. The children are taught strategies to support them in becoming independent learners. We are committed to equal opportunities and to providing an inclusive education which meets the needs of all of our children.

#### What are Special Educational Needs?

Some of our children require additional or different support in order to meet their particular needs. There are currently 112 children receiving support in a wide range of ways at our school. This includes 5 children with EHC plans who have a range of more complex needs. 23 children receiving a higher level of school support, often including recommendations for external agencies, and 84 children receiving school support. This number is continually monitored and updated to reflect our children's changing needs. Once identified as having specific needs or barriers to their learning, children are placed on the Special Educational Needs and Disabilities (SEND) list. They include children with one or more of the following areas of need:

- ~ Communication and Interaction, e.g speech and language difficulties (including ASD);
- ~ Cognition and Learning (including Dyslexia);
- ~ Behaviour, social and Emotional Development;
- ~ Sensory and/or physical disability

In addition, some children may have medical needs requiring some level of additional support in school.

#### How is additional support for children with SEND provided?

The school's budget funds much of the additional support. The majority of this budget is spent on funding additional staff to support children in class and through our programme of special groups and interventions. The budget also funds specific staff training and resources for classes, groups and individual children.

The Inclusion Leader/SENCo Mrs Jacqui Macnamara has the responsibility for organising the teaching and learning for all children with additional needs. Her role includes working closely with parents, supporting the Teachers, managing teaching assistants and liaising with other professionals (e.g Educational Psychologist, Speech and Language therapists etc), in order to meet the needs of the children.

At present there are 26 teaching assistants, as well as 1 HLTA, 1 pupil parent support worker and 1 learning mentor (SEND) providing support for our children in a variety of ways. These include working with children who have English as an additional language, working 1:1, small group teaching, special intervention groups and supporting children within the classroom. Specific programmes such as Lego Therapy, Attention Autism, physio sessions and transition groups amongst others help children who have difficulties with particular skills or areas of development.

Along with all teacher intervention groups, which also count as school support, the aim of interventions is to support children moving forward with their learning and enable them to Be The Best That They Can Be, access the curriculum and make progress whatever their ability or specific barriers. We currently use 3 levels of support for children identified as SEND.

- EHC plan (Statement of Special Educational Need. A small proportion of pupils with more complex needs who require specialist interventions and/or 1:1 support
- SEND support
- School support

All children on the SEND lists with an EHC Plan and some children on SEND support have an Individual Education Plan. This identifies their particular strengths, areas for development and specific targets. Progress is discussed at regular parents meetings as well as at an Annual Review when parents, the teacher and any other professionals involved meet for targets to be reviewed and new targets set in line with the recommendations in the EHC Plan.

Children on any of the 3 levels are individually tracked on the school progression map. This contains the details of any extra support or interventions, records progress made and any other information necessary. More detailed information is available in the Inclusion/SEND policy.

#### Whom to contact with concerns

If you have any concerns regarding your child's educational needs and how they are being met then the best person to talk is your child's class teacher. Other people who can help are Mrs Macnamara, the Inclusion leader or Ms Hedderman, the Deputy Head or Mr Dove, The Headteacher. Mrs Miller is the link Governor for SEND.