



SEND information report.

Marvels Lane is an inclusive school where we understand that each child has individual and unique needs and we are committed to equal opportunities and to providing an inclusive education which meets the needs of all of our children.

What kinds of Special Educational Needs are provided for at Marvels Lane Primary School?

A child is identified as having Special Educational Needs where their learning difficulty or disability calls for special, different or specialist educational provision; Children are currently receiving support in a wide range of ways at our school. This includes children with EHC plans who have a range of more complex needs, children receiving a higher level of additional school support, often including recommendations from external agencies and children receiving school level additional support. This number is continually updated to reflect our children's changing needs. This may include children with one or more of the following areas of need:

- ~ Communication and Interaction, (speech and language difficulties including ASD);
 - ~ Cognition and Learning (Specific/moderate learning difficulties including Dyslexia,);
 - ~Behaviour, social and Emotional Development; (including ADHD)
 - ~Sensory and/or physical disability (Hearing or visual impairments/sensory processing difficulties/epilepsy)
- In addition, some children may have medical needs requiring specific additional support in school.

What is our approach to teaching children and young people with SEN?

Whilst Marvels Lane is committed to inclusion, this does not mean that we will treat all children in the same way, but that we will respond to learners in ways, which take account of their needs. Marvels Lane believes that provision for children with SEND is a matter for the school as a whole and we always have high aspirations for all of our children. To this end quality first teaching in every classroom is tailored to the setting of high expectations for all and the provision of opportunities for all to achieve. All of our teachers are teachers of SEN and will take into account the needs of a child with SEN in planning and assessment.

What is the schools policy for identifying policies children and young people with SEN and assessing their needs?

We aim to identify children with particular needs as early as possible. If a child is not making the expected progress we try to determine the reasons why. The school then promotes a graduated approach to assessing, identifying and providing for pupil's special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

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.

What is the level of expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured?

The SENDCo 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 in order to meet the needs of the children. Mrs Macnamara has many years experience in school working with children with SEND and has completed the National Award for SEND Coordination. She attends Local Authority SEND meetings to keep up to date on any recent developments and initiatives. Staff in the school have attended inset training in the last two years on autism, dyslexia and speech and language. At present there are 22 teaching assistants, as well as a

pupil parent support worker and a learning mentor providing support for our children in a variety of ways. including working with children who have English as an additional language, working 1:1 with children, small group teaching, special intervention groups and supporting children within the classroom. Specific programmes such as Lego Therapy, Attention Autism, Physiotherapy sessions, yoga, social skills, speech and language groups all help children who have difficulties with particular skills or areas of development. As specific needs arise the SENDCO refers children to the Educational Psychologist, specific learning difficulties teacher, speech and language therapist, and autism outreach worker whose services are brought in through the local authorities system of service level agreements. The SENDCO will also refer to and liaise with health services such as the school nurse, physiotherapist, occupational therapist, community paediatrician and social communication clinic through Kaleidoscope, Lewisham's centre for children.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN and how adaptations are made to the curriculum and the learning environment of children and young people with SEN.

Along with additional support in class, the aim of additional interventions is to support children moving forward with their learning, access the curriculum and make progress whatever their ability or specific barriers. We currently use three levels of support: EHC Plan, Sen support and School support

All children with an EHC Plan will have an Individual Education Plan in order to set very 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 to be review and set new targets.

Provision is in place for children with physical needs such as ramps and handrails, three disabled access toilets and a lift. Lessons and activities, including P.E, will be planned and differentiated in order to enable the participation of all children where possible. Visual aids, additional resources and other adaptations ensure that lessons are accessible. Activities within the school and outside the school will be individually risk assessed and some children so that provision can be made for any additional needs.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review and for evaluating the effectiveness of the provision made for children and young people with SEND

The school uses a tracking map to measure the progress and achievement of children who need targeted provision. This contains the details of any extra support or interventions in place and records progress made. Assessment is an ongoing process throughout the school and we aim to identify children with particular needs as early as possible. If a child is not making the expected progress then we try to determine the reasons why. The school promotes a graduated approach to assessing, identifying and providing for pupil's special educational needs. This approach follows a model of action and intervention to help children make progress. The school acts upon advice from external agencies with regard to any particular adaptations or provision that may be needed for a particular child. We are currently working closely with the Drumbeat outreach team (ASD) New Woodlands outreach team (Emotional, behaviour support) and the continuous nursing care team as well as Speech and Language and Occupational Therapists from Kaleidoscope.

What are the arrangements for consulting parents of children with SEND and involving children in their education?

We believe that strong partnership between parents and school plays a key role in supporting children. Parent partnership is encouraged through termly consultations, annual reports and informal discussions. Parents are informed if staff consider that their child may have additional needs and parents and children are involved in the planning to meet the need. Parents can, at any time, make an appointment with their class teacher and/or the SENDCO to discuss any concerns regarding their child. Our learning mentor (SEND) and pupil parent support worker are also available to offer support and advice.

We try to involve children as much as possible and as much as is appropriate in the decision making processes

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

We have a variety of ways to support the emotional and social development of the children. In the classroom the children have PSHE lessons which deal with a range of issues such as relationships, bullying and setting goals for themselves. Each month, for our Values Education, a word is introduced and it is then followed up throughout the month. We employ a learning mentor who can support children and their families with particular challenges they may be facing. The school can access behavioural support if needed provided by New Woodlands School, a local specialist school. Children can also be referred to the educational psychologist if they have more complex issues regarding their emotional and social development. The school also buys in the support of Place2be for 2 days a week which the children can access in a variety of ways.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Children with SEND who are new to the school, or moving between phases within the school may be given or make a transition book or video to prepare them for the change. Children who are already in school will take part in the process of making this book/video. We have links with local secondary schools and staff from the schools which our pupils are transferring to, are invited to all Statement or EHCP review meetings in the year prior to their end of Key Stage transitions. The SENDCO meets with staff from local secondary schools to communicate the needs of our transferring SEND pupils. Secondary schools also visit to meet with our pupils in their current environment as well as arranging a programme of visits to their new schools.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The Head teacher, SENDCO, learning mentor, and school staff work closely with health and social care bodies in order to coordinate and deliver the care and education of our children. There are strong links between the school and Kaleidoscope children's services and the social services department of the nearby local authorities.

Who to contact with concerns and Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

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. You can also talk to Mrs Macnamara, (SENDCo), Ms Hedderman, the Deputy Head Teacher or Mr Dove, the Headteacher. Mrs Miller is our link Governor for SEND and can be contacted through the school office.

If a parent wishes to complain about the provision for their child with SEND they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation. The parent can meet with the Head Teacher if they feel the issue is not resolved. Any issues that still remain unresolved can be managed according to the Schools Complaints Procedure Policy which is available on the schools website.

Our School's SEND and Inclusion policy document, Local Offer, Medical Conditions policy and Accessibility plan are available on the school's website for further reference.

The Local Offer – Lewisham's Local Offer can be accessed on the local authorities website at <http://www.lewisham.gov.uk/myservices/education/special-educationalneeds/Pages/Local-offer.aspx>
The school's contribution to the local offer is available on our website as our Local Offer

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