



Marvels Lane Primary School
Local Offer
Special Educational Needs and Disability (SEND)
January 2018

Marvels Lane Primary School is an inclusive school. We ensure that all pupils are included in all aspects of learning and school life throughout our school.

From time to time some children require additional support for a set period of time in order to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support their needs are reflected in our local offer.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate.

Provision to facilitate/support access to the curriculum/independent learning:

Small group support in class from teacher or TA
Facilitating access to learning through the appropriate differentiation of tasks and activities
Extensive use of visual support
Provision of individual/visual timetables and checklists
Individual targets
Scaffolding e.g. writing frames, story maps
Additional resources if appropriate

Access to a supportive environment – IT facilities/equipment/ resources (incpreparation):

Extensive and consistent use of visual support to support understanding and facilitate access to the school environment and learning
Use of interactive whiteboards
Regular access to computers, laptops and iPads with supportive computer programmes
Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources.

Strategies to support/develop Numeracy:

Targeted small group support in class
Withdrawal of small groups or individual pupils for additional Numeracy support
Use of specific support resources such as Numicon
Provision of table top resources to ensure that learning is multi-sensory and practical

Strategies to support/develop literacy including reading:

Small group reading support in class through guided reading and individual reading
Reading support outside of class from volunteers
Additional small group literacy support from Teaching assistant
Differentiated and multi-sensory activities
Handwriting development programme implemented through KS1
Provision of table top packs, containing high frequency word mats and phonics sound mats.

Strategies to support/modify behaviour:

Consistent school wide implementation of the school's behaviour policy
SEN registration of those pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision will include close collaboration with parents/carers, home/school book to ensure daily communication between home and school, daily behaviour oversight by school staff
Wide range of pastoral support to support children's behaviour in and beyond the classroom including Pupil Parent Support Worker, Place2Be
Where a pupil's behaviour deteriorates because of inadequate response to the above provision a referral will be made to one or more of the following agencies: New Woodlands Outreach support, the EP, CAMHS, TFS

Strategies to enhance self esteem/promote emotional well being:

Learning skills programme (Gem Powers)
Values Education
Circle Time
Regular liaison between staff including Children's Centre when there are concerns regarding individual families/children.
Collaboration and communication with all external professionals involved with children as appropriate e.g. GPs, CAMHS and external agencies.
Educational psychologist works closely with referred children and their parents.
Open door policy for parents □

Support/supervision at unstructured times of the day including personal care:

Trained midday meals supervisor in the lunch hall and playgrounds
Midday meals supervisors initiating and supporting activities during lunchtime
Responsible People (Year 6s) and Diamond Dudes (Year 5s) helping in playground

Strategies/programmes to support Physical needs:

Assessment by and intervention from an occupational therapist on referral.
Implementation of recommendations by occupational therapist or physiotherapist by an allocated member of staff.
Provision of support resources such as writing wedges and pencil grips

Access to medical interventions:

Wide range of support staff and midday meals supervisors trained in First Aid
Staff training in the administration of support and/ or medication for Anaphylaxis and Epipen use and Diabetes and insulin use
Liaison with medical professionals for children with ongoing treatment.
Folder with photographs of child and detailing the child's condition and required medication displayed in the staffroom, classrooms, first aid area, school office and school kitchen.
Individual protocols for children with significant medical needs

Strategies/programmes to support speech and language:

Assessment by and intervention from a speech and language therapist on referral.
Additional support and interventions within class
Implementation of Speech and Language programmes by TAs

Planning and assessment:

Class provision maps
Individual targets
Differentiated learning activities
Multi-sensory opportunities
Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils.
CAF referrals to external agencies/social care as required
Coordinated planning between class teacher and teaching assistant for pupils of SEN
Regular assessment of progress and achievement against national expectations and individual targets.

Engagement with parents/carers – Liaison/communication with parents:

Opportunities to meet the teacher at the start of the academic year
Open door policy for parents to meet class teacher or senior management
Regular progress meetings with parents/carers by class teacher and SENDCO
TAC meetings convened where a pupil's/family's needs are assessed as significant
Support for parents who have concerns

Arrangement for specialist expertise in and outside school:

Early identification of needs requiring referral to external professionals
Regular communication and information sharing with an extensive range of external agencies
Sharing of professional reports with parents

Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEN:

Regular pupil progress meetings
Monitoring of individual targets
Teacher and TA observations
Pupil interviews
Analysing data through in school tracking system
Regular meeting with parents/carers to review child's progress

Caveat and disclaimer: We have to plan our resourcing and staffing according to the needs of our pupils. Not every intervention will be offered to every pupil with SEND. Furthermore, the current provision may be subject to change and targeted depending on the prevailing need, availability of funds, staffing and specialist services. At times the school may purchase additional support services from the Health and Local Authority. These are time limited resources and may not be available each academic year
Services to whom we refer have variable waiting times and apply their own criteria for acceptance.