

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

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## **1 Introduction**

- 1.1 Marleigh Primary Academy (MPA) is a member of Anglian Learning Multi Academy Trust. Anglian Learning is a highly successful medium sized multi academy trust of fourteen academies that have come together to provide outstanding education and learning for our communities in East Anglia.
- 1.2 All members share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation; that excellence is not simply defined by Ofsted grades and league table positions; and that education can play a transformational role in the lives of children and the success and wellbeing of our wider society.

## **2 Values, Vision and Aims**

- 2.1 Our approach to SEND supports:

- 2.1.1 Anglian Learning's values:

- Aspiration - We are ambitious for ourselves and all those in our community to be the best we can be.
- Community - We underpin our relationships with a culture of support, respect, and trust, recognising we are stronger together.
- Empowerment - We enable our academies, staff, and learners to embrace new ideas and think creatively.
- Inclusivity - We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.

- 2.1.2 Marleigh Primary Academy's (MPA) maxim:

- Elevating Expectations

- 2.1.3 MPA's values:

- Resilience
- Respect
- Reaching high

2.2 These values are integral to MPA's culture and are brought to life through:

- respectful relationships, built on trust and transparency, between all members of the MPA community;
- high quality teaching and appropriately high expectations for all children;
- the thoughtful allocation of Learning Mentors to support all children to access a broad curriculum and to make good progress;
- wider support for the whole family;
- Varied experiences and a wide range of opportunities.

### **3 Related Policies & Documents**

3.1 The following are available by request from the academy office. Some are also available on MPA's website.

- SEND Policy
- Managing Medical Needs and First Aid Policy
- Positive Behaviour Policy
- Anti-bullying Policy
- Accessibility Plan
- Intimate Care Policy
- PSHCE Policy

### **4 Key information (as of March 2023)**

- Number of children on roll: 63
- No. of children identified as having SEND: 9
- No. of these children with an Education, Health and Care Plan: 2

### **5 Admission arrangements for children with SEND**

5.1 In line with Cambridgeshire County Council's oversubscription criteria, children with an Education, Health and care Plan (EHCP) are prioritised when school places are allocated. MPA is an inclusive academy and we will seek to meet the needs of all children who's parents apply for a place.

## **Commonly asked questions**

### **6 How will the curriculum be matched to my child's needs?**

We aim to provide full access to the National Curriculum for all pupils and to encourage success and participation for all our pupils, whatever their level of ability, making reasonable adjustments where needed. This may involve some additional adult support, working in smaller focus groups, the use of specific resources or targeted interventions.

Our staff make every endeavour to ensure that MPA is communicative, supportive and adapted for sensory and physical needs. We will regularly communicate with parents about any additional support your child may be receiving to access the curriculum. When appropriate and possible, we, or the local authority, will fund the purchase of special access equipment for individual use by specific children.

All children follow the Cambridgeshire Personal Development Curriculum, having dedicated lessons and regular circle times across the week to reflect on themselves as learners and to address issues which may affect day to day life and their wellbeing. We champion mental health and work to enhance the provision we have to support the social, emotional and mental health needs of our children.

### **7 How will Marleigh Primary Academy (MPA) staff support my child?**

Children with SEND are supported across all aspects of school life. Teachers will adapt learning tasks to provide all children with the support they need to achieve success. In addition, Learning Mentors work with groups or individual children to help them access learning in the classroom, or as part of catch-up intervention groups.

### **8 How will MPA prepare and support my child when joining the school and later on when transferring to a new setting for the next stage of education and life?**

Support for our children begins before they start with us. A programme of nursery and home visits to meet children and their families begins in the summer term prior to admission. We will invite you to tell us about your child, their strengths as well as difficulties: what works well and not so well. We will share this information with all staff so they know how best to welcome and support your child. We liaise carefully with pre-school educators, care providers and professionals to ensure

that we know and understand our children as much as we can before their start date and can meet their needs more effectively from day one. We liaise carefully with schools from which children may join us at other times in their primary school career. When children leave us we also communicate effectively with receiving schools.

In Year 6 there is a transition programme for all children, particularly those with SEND, and those who might find the process more difficult. Extra visits to secondary schools with support staff from MPA, liaison meetings with staff from those schools, summer schools and sporting events all form part of what we consider to be a robust transition package.

Secondary schools receive our advice on social groupings and interventions to help the children leaving us have a more successful time at their new schools. Formal meetings with children who have Educational Health Care plans (EHCP's), their parents and staff from our school and receiving secondary schools begin in Year 5, to ensure that support packages are maintained, enhanced or modified where appropriate for each child.

## **9 How are parents involved at MPA? How can I be involved?**

We aim to provide a welcoming environment for parents, as joint educators of their children and encourage parents to attend a variety of events throughout the year, both informal and more formal. Parents are strongly advised and encouraged to attend formal parent consultation evenings each term where their child's progress is discussed. Parents are always welcome to make appointments to see the class teachers after school and teachers are available in the playground before school for a quick informal chat.

In addition, we run a range of parent workshops and meetings over the year to train parents on any recent changes to the curriculum and how they can best support their children at home.

We regularly ask for volunteers to help in classrooms and to join us on educational visits.

We are also regularly looking for new members to join our parent & teacher group to work together to drive fundraising projects. If you would like to be involved, we can put you in touch with members.

We have a strong and committed Local Governing Body (LGB) who have the responsibility of raising standards through their three key roles of: –

- setting strategic direction;
- ensuring accountability ;
- monitoring and evaluating academy performance.

We are always looking for people to expand the range of our experience, so please talk to any of us if you would like more information on how we work.

Any questions about governance at the School should be directed to the Chair, whom we can put you in touch with via the academy office.

### **10How are parents supported via MPA?**

Parents and families who have additional needs are supported by members of the school staff. We provide emotional support for parents and signposting and referrals to other services as appropriate to help further. Families with English as an additional language are supported from within the school community and help and support is sought from external agencies.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office on request. We strive to have policies relating to SEND which are easy to access, clear and transparent.

### **11How accessible is the MPA environment?**

As a new building, MPA is designed to be fully accessible throughout. There is wheelchair access, including lifts to the first floor. There are two disabled bay parking places close to the entrance.

We will also endeavour to provide information in whatever form is needed, including in other languages and for those who are partially sighted.

Please see our Accessibility Plan for more detail.

### **12How does MPA teach children with SEND? How is the curriculum adapted?**

It is very important to us that your child is happy in school and able to learn and achieve. We aim to ensure that all children receive high quality teaching within an inclusive environment.

Appropriate adaptations to teaching and learning are made to support children

with SEND, whilst also protecting their well-being needs; making sure they are not intentionally singled-out or made to feel different.

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

### **13 How do MPA staff know if children need extra help and what should I do if I think my child may have special educational needs?**

We build the identification of SEND into our overall approach to monitoring the progress and development of all our pupils. Each pupil's current skills and level of attainment are assessed on entry. Class teachers make regular assessments of progress for all pupils.

We aim to identify pupils with SEND as early as possible and to make appropriate intervention; to identify pupils of all abilities who are underachieving and act upon this and to support pupils to make optimum progress.

Progress is tracked on a termly basis. Where pupils are falling behind or making inadequate progress given their age or starting point your child's class teacher will invite you in to discuss this.

In some cases it may be the parent who first raises the possibility of special educational needs. The class teacher will listen to your concerns so that together you can best decide how to support your child. When class teachers have initial concerns about a pupil, they ensure a base line assessment is in place and plan interventions to help the pupil with the difficulty they are experiencing. We follow the 'Assess, Plan, Do, Review' cycle.

Work is undertaken by the class teacher, or by trained Learning Mentors under the direct supervision of the class teacher. In many cases a targeted programme of support will be enough to address the difficulties. However, if, following several weeks of additional support, the child continues to experience difficulties he or she may be placed on the SEND Support List. Triggers to identifying SEND could be:



- little or no progress made when teaching approaches and intervention has particularly targeted the child's identified area of need;
- attainment continues to be significantly below those expected for a child of similar age;
- communication barriers or interaction difficulties create barriers to learning;
- sensory or physical problems create barriers to progress despite the provision of specialist aids or specialist equipment;
- persistent emotional or mental health difficulties are not improved by techniques normally employed within the school.

#### **14 What additional spaces are there at MPA for children with SEND?**

Whilst our aim is to keep children with SEND together with their peers as much as possible, it is sometimes beneficial and appropriate for them to access other areas of the building. This may be due to their sensory needs, requiring a quieter area; or the fact they are working with a Learning Mentor as part of an intervention group.

These may take place in one of the breakout spaces located near all classrooms, or in our SEND Hub. This is a separate dedicated space with the specialist resources identified to support children in their learning.

#### **15 What specialist services and expertise are accessed by MPA?**

The school may, with parental permission, seek the advice of external agencies such as:

- **Locality:** family workers, support groups, advice & parenting courses)
- **Medical:** School Nursing Team, Child and Adult Mental Health Services (CAMH), Younited - Emotional Health and Wellbeing Practitioners, specialist medical support, Speech and Language Therapy, Community Paediatrician, Occupational Therapy, Physiotherapy).
- **Professional Services:** SEND 0-25 Specialist Teaching Team, Social Care, Educational Psychologists, Statutory Assessment Team, Sensory Services, Music Therapy, Play Therapy, Counselling, Working with other Special Educational Needs and Disabilities Coordinators (SENDCoS)

across Anglian Learning schools.)

With your agreement, an Early Help Assessment (EHA) will be completed by the Headteacher/SENDCo and the parent to access the support of external agencies. For a very small minority of our pupils with significant SEND there may be a need to request statutory assessment to consider whether an Education and Health Care Plan is appropriate. A child needing a statutory assessment will have clearly identified complex, long-term and enduring SEN or disability which has a significant impact on their ability to access the curriculum.

#### **16 Who is MPA's SENDCo (Special Educational Needs and Disabilities Coordinator)?**

Charlotte James is MPA's SENDCo, based with us on Tuesday afternoons and Thursdays. Charlotte holds the national SENDCo qualification.

#### **17 What training do the staff supporting children with SEND access?**

We recognise that to effectively support children we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, continuing professional development is offered to all staff and specific training will be made available to support individual children as and where necessary. Staff access training to support children with a variety of SEND, acquiring a range of skills to implement approved strategies, support programmes and interventions, some of which are mentioned below:

- Dyslexia training
- Behaviour management
- Autistic Spectrum Condition training
- Speech and language programmes
- Specific subject support programmes
- Provision of emotional support
- Attachment Theory
- Visual Impairment
- Hearing Impairment
- Makaton
- STEPS Training to support our approach to behaviour

- Adverse childhood experiences
- Nurturing principals
- E Safety
- Safeguarding
- First Aid and supporting children with long term medical conditions

We regularly review what training we may require as a school and build this into our yearly training budgets.

## **18 How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Class teachers are responsible and accountable for the progress and development of the pupils within their class, even where pupils access support from teaching assistants or specialist staff. It is the responsibility of the Head Teacher and SENDCo to monitor the progress of all children.

Targets are set regularly, for all children with SEND. Class teachers, with support and advice from the SENDCo, and after discussion with all staff involved with the child, agree **in consultation with parents and pupils**, which targets will be set, which interventions will take place and what the expected impact of those interventions will be.

Provision may involve support from external agencies and in these cases their advice is included in the target setting process. Children themselves are actively involved in monitoring their progress towards their targets.

You will be invited to attend a meeting with your child's class teacher and the SENDCo to write a support plan with a target which everyone will agree to work on, to support your child.

An annual review will be take place for pupils with Education and Health Care Plans. Transfer reviews in the autumn term of Year 5 are used to begin to establish the parental choice of secondary provision in order to assess the arrangements prior to transfer. Secondary School SENDCos are invited to Year 5 and 6 annual reviews.

## **19 Who can I contact for further information?**

Any of the school staff are happy to speak to parents with concerns about their child's SEND, or signpost them to people who will be able to offer advice or

support.

In the first instance please contact the following members of staff:

- Your child's class teacher through the office: [office@marleighprimary.org](mailto:office@marleighprimary.org) or class addresses: [EYFS@marleighprimary.org](mailto:EYFS@marleighprimary.org), [KS1@marleighprimary.org](mailto:KS1@marleighprimary.org), [KS2@marleighprimary.org](mailto:KS2@marleighprimary.org).
- The headteacher, Mike Fish: [mfish@marleighprimary.org](mailto:mfish@marleighprimary.org)

Information on how to access advice and support from external agencies is available on our website. Some examples of services available to you are mentioned below.

**SEND Information, Advice and Support Service (SENDIASS)** offers information, advice and support to parents and carers of children with SEND. They may be contacted in confidence and promise to listen and offer impartial advice and support.

Contact details:

- Email: [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)
- Tel: 01223 699214.

**Pinpoint Cambridgeshire** helping Cambridgeshire parents who have children with additional needs and disabilities. Pinpoint Cambridgeshire is run for parents – by parents. They give help and information to parent carers of children and young people aged 0-25 with additional needs and disabilities, and give parent carers opportunities to have a say and get involved in improving local services.

Contact details:

- Website: <https://www.pinpoint-cambs.org.uk>
- Tel: 01480 877333
- Email: [information@pinpoint-cambs.org.uk](mailto:information@pinpoint-cambs.org.uk)

Details on how to access family support workers are available from the school SENDCo or Head Teacher. The worker involved will depend upon whether the family is a resident in the City of Cambridge or South Cambridgeshire. Staff can also give advice on how to access other professionals, which may be through the school or the through the family GP.

### **Help and Advice understanding the new SEND Code of Practice 0-25**

The document can be found at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Local Authority's Local Offer is published at

[www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)

### **Further Information about our school**

Please see our website for more information: <https://marleighprimary.org>

You can also follow us on Twitter, Facebook and Instagram at: @MarleighPA and @AnglianLearning.