

Market Harborough C of E Academy's Information Report for SEND

We are an inclusive mainstream primary school which supports children with a range of special educational needs and disabilities. We work with parents and carers to meet the needs of every child and provide appropriate support for children who experience difficulties with their learning, whatever the cause. We currently have children in school with, for example, autistic spectrum disorders, ADHD, hearing impairment, social and emotional needs, speech, language and communication difficulties, and specific learning difficulties such as dyslexia.

Our SENCO is Miss Erica Biddle

Miss Biddle can be contacted by telephone on 01858 464112 or by the office email address

On our website is our Policy for Special Educational Needs and Disability, our Accessibility Policy and Plan, and our Policy for Supporting Children with Medical Conditions.



1. Identifying children with SEND and assessing their needs

- ❖ A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is different from or additional to that normally available to pupils of the same age. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.
- ❖ For children joining school in the Foundation Stage, information is shared between pre-school settings, the EYFS team and the school's Inclusion Leads where there are pre-existing difficulties. Classteachers will meet with parents and Key Workers, and liaise with any other professionals involved, to plan for transition. For children joining school at any other point, information is shared between the schools' SENCOs and parents will be invited to meet with the Headteacher and Inclusion Lead to discuss how the school can best meet the needs of their child.
- ❖ Teachers in all year groups carry out regular assessments of children's progress. If a teacher has concerns about a child's rate of academic progress or their wider development or social and emotional needs, they will seek advice from the Inclusion Leads about strategies to support them in class and complete an Initial Concerns Checklist. In partnership with parents, the classteacher and Inclusion Lead/s will gather information to find out exactly what a child's needs are – this might include talking to the child, observing them in class or assessing particular aspects of their learning. This information is then used to adjust support in class to address identified needs.
- ❖ If a child's needs persist, and school staff and parents agree that it is clear that additional or different provision is needed to meet those needs, the child they will be placed on our School's SEN Record at SEN Support.
- ❖ Depending on a child's needs, this provision might include: individual or small group support to develop specific skills or areas of learning; intervention programmes which staff have been trained to deliver; specialised equipment or resources, or programmes of work delivered in school on the advice of other professionals e.g. speech therapist.
- ❖ After talking to parents, the classteacher in liaison with the Inclusion Lead will draw up an Individual Provision Map (IPM) for the child. This will identify targets for the child to work on, the support that they will be given and how their progress will be monitored. It will also include ideas and advice about how to help at home, so that school and home can work together to best support the child.

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| <p>2. Monitoring and evaluating the effectiveness of SEND provision.</p> | <ul style="list-style-type: none"> ❖ The Inclusion Leads monitor the impact of specific interventions and support and liaises closely with classteachers and support staff to provide guidance on delivery and any adjustments that are required. ❖ In termly Pupil Progress Meetings, the Headteacher, and class teachers discuss what impact additional/different support is having on children’s progress and any adjustments that are needed. ❖ The Governing Body has a SEN Governor, which meets with the Inclusion Leads to monitor and evaluate the effectiveness of all SEN provision. ❖ School invites feedback from professional colleagues from outside agencies on the effectiveness of practice in supporting specific needs. |
| <p>3. Assessing and reviewing children’s progress</p> | <ul style="list-style-type: none"> ❖ School employs the four part cycle of Assess-Plan-Do-Review, known as the graduated approach, to ensure that provision is effective and maximises progress. IPMs follow a process of ‘rolling review’ so that children’s progress towards their targets is discussed regularly with them and targets are reviewed, adjusted and new targets set in line with their progress during each term. This means that the classteacher, in liaison with the Inclusion Leads, can make sure that the support children are getting is right for them. Parents can discuss their child’s progress and their IPM with the classteacher at termly parents’ evenings. ❖ In addition to these formal opportunities to discuss a child’s progress, classteachers and the Inclusion Leads are happy to make an appointment to meet with parents at any mutually convenient time. ❖ If a child has an Education Health and Care Plan (EHCP), there will be an Annual Review meeting to discuss their progress and to make sure that provision continues to meet their needs appropriately. This meeting will involve the child, parents/carers, school staff including the Inclusion Lead/s and any other professionals who are involved in the child’s care. |

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| <p>4. Teaching approaches and adaptations to the curriculum and learning environment</p> | <ul style="list-style-type: none">❖ All classteachers differentiate to meet the range of needs and abilities of their children. This is done in all sorts of ways, for example: a story might be recorded in writing by some children, in pictures by others, scribed in part by an adult or recorded using ICT; a maths problem can be solved using a formal written calculation, jottings, practical equipment or specialist software. Classteachers may also organise children into different groupings, for example: individual challenges, paired tasks or small group activities.❖ Children with SEN have additional or specific needs which may require a combination of different ways of working. The curriculum is adapted to meet the particular learning style of individual pupils by employing a range of approaches, strategies, resources/equipment and levels of staffing.❖ The school delivers a range of intervention programmes appropriate for children with SEN. These are delivered by trained support staff and monitored by the Inclusion Leads and classteachers on a regular basis.❖ In consultation with parents, the school will take advice, when needed, from other professionals from outside agencies (e.g. Occupational /Speech and Language Therapists, Educational Psychologists, Autism Outreach etc.) to make sure that reasonable adjustments and any necessary adaptations to the curriculum or learning environment are made to meet the specific needs of individual pupils.❖ School carries out comprehensive risk assessments in consultation with parents for those children whose needs require significant adjustments. |
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| <p>5. Providing the right level and kind of additional support to meet individual needs.</p> | <ul style="list-style-type: none">❖ The amount of support a child receives will depend on their level of need. If a child currently has a EHCP Plan, this will outline the type of support the child needs. This is determined by a Local Authority SEND panel who will have read reports from all of the professionals involved with the child.❖ If a child does not have an EHCP Plan, but outside professionals have been involved in assessing their needs, the school will act on advice regarding the level and kind of support they require. If the special educational provision required to meet a child's needs cannot reasonably be provided within the resources normally available to school, the school will consider, in consultation with parents, writing a SEND Support Plan for the child to request Top-Up Funding or an EHCP Plan assessment. To inform this decision, the Inclusion s will have close regard to the Local Authority's criteria for statutory assessment.❖ If a child has SEN but there has been no involvement from outside professionals, the classteacher, in liaison with the Inclusion Leads, will identify their needs and plan programmes of additional support or intervention. At the end of each programme the child will be assessed to see if the support is having a positive impact on their learning and what the next steps will be. |
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| <p>6. Supporting children with SEND in activities outside the classroom, including school trips.</p> | <ul style="list-style-type: none"> ❖ No child will be excluded from a school trip or other out of school activity because they have a Special Educational Need or Disability. ❖ When planning trips, staff will take into account the needs of all their children and ensure that the activities/venues are suitable for all. ❖ Risk assessments for the activity will take into account any additional measures needed to ensure that a child's needs are met and outside venues will be advised in advance of any adjustments they need to make. ❖ If parents are especially anxious about allowing their child to go on a trip, staff will be happy to discuss their concerns with them and suggest any reasonable adjustments that can be made. ❖ Arrangements for residential visits can be modified to enable children with SEN to attend for the duration of the day-time activities but to return home at night if that is what parents would like them to do – the school will not prevent a child from attending a residential visit on account of their SEN or disability. ❖ Children with SEN will be supported over lunchtime and during breaks if that is considered appropriate/necessary. ❖ No child will be excluded from a before-school/lunchtime/or after-school club because they have a Special Educational Need or Disability. |
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| <p>7. Supporting social and emotional development</p> | <ul style="list-style-type: none"> ❖ All staff are committed to the wellbeing of the children in our school and will always listen to any concerns that parents or children may have, offering support and guidance as necessary. ❖ Any cases of bullying or suspected bullying are dealt with promptly and seriously, in line with our Anti-Bullying Policy. Staff are especially vigilant about this with our children with SEND. ❖ Our school runs nurture and social communication programmes for children who have social or emotional needs or simply lack skills and confidence in their relationship with other children. These are structured programmes which use a range of activities to increase self-esteem, build self-confidence and strengthen communication skills. We also have staff who are trained in bereavement counselling. ❖ We have a well-developed policy for behaviour management – exclusions are extremely rare and it is a step taken in only the most extreme of circumstances. Individual Behaviour Plans are used to support children with challenging behaviour. These are developed in consultation with parents and are individually tailored to address the needs of each child. ❖ We have a team of staff who are trained in Team Teach de-escalation techniques. ❖ Each year, the Inclusion Leads and SEN Governors have informal meetings with our SEN children and ask them about the support they are given in school and what worries they have, if any. |
| <p>8. Equipment and facilities to support children with SEND</p> | <ul style="list-style-type: none"> ❖ Equipment and facilities to support pupils will be identified in consultation with parents and appropriate professionals. Our school will work with specialist services to ensure the timely provision of any specialist equipment (e.g. toilet steps and support rails; tailor-made chairs) required to support children with specific needs. Our school is fully wheelchair accessible and there are disabled changing and toilet facilities. ❖ This provision will be planned for through the Accessibility Plan which is reviewed annually to ensure that reasonable adjustments are anticipated and prepared for; a child's classteacher and the Inclusion Lead will meet with parents before the child transfers to the next year group, to discuss any adjustments or changes that are needed. |

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| <p>9. Staff training and specialist support</p> | <ul style="list-style-type: none"> ❖ At school, most staff are trained in Paediatric First Aid and we have staff trained in the use of Epipens and in the management of asthma and epilepsy. ❖ We have a team trained in Team Teach which is an Local Authority recognised approach to behaviour management and de-escalation. ❖ Staff have received training in Dyslexia Awareness, Attachment Awareness and Autism Awareness. Training needs are reviewed regularly and actioned accordingly. ❖ Staff are trained to deliver a range of intervention programmes including: Social Communication (Autism); Fresh Start, Write Away Together and Fisher Family Trust (literacy); Big Moves; Numicon; Catch-Up (maths). ❖ As a school we work closely with a wide range of professionals from other agencies e.g. Social Care, School Nursing Service, Specialist Teaching Service, Autism Outreach, Educational Psychology Service, Children’s Centre, Speech and Language Therapy Service, CAMHS, Occupational Therapy Service, Birkett House Special School Outreach Team. ❖ Our Inclusion Leads attends local and county-wide network meetings. This ensures that the Inclusion Leads and Senior Leadership Team are kept up-to-date regarding changes to legislation and guidance, and developments in teaching and learning for children with SEND. SEN Governors meet with the Inclusion Leads and with the Headteacher to discuss relevant issues. |

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| <p>10. Consulting and supporting parents/carers</p> | <ul style="list-style-type: none"> ❖ Our school has an open door policy which enables parents to meet informally with teachers and the Inclusion Leads whenever concerns arise or information needs to be shared. If information needs to be exchanged on a daily or very regular basis, a home-school book may be used to enable a daily dialogue. ❖ Parents will be invited to termly Parents' Evenings where children's progress and development will be discussed, including the targets and support identified on their Individual Provision Maps (IPMs). Ideas and advice about how to help at home will also be discussed and agreed so that school and home work together to best support the child. ❖ If a child has an EHCP Plan, there will be an Annual Review meeting each year to ensure that the needs and provision are still appropriate – this meeting will involve the child, parents/carers, school staff including the Inclusion Lead/s and any other professionals who are involved in the child's care. ❖ If parents have any concerns about how their child's needs are being met, about their progress or about any other issues which might be affecting them, the classteacher or Inclusion Leads will be happy to meet with parents to plan a way forward. |
| <p>11. Children's views and involvement</p> | <ul style="list-style-type: none"> ❖ Children with SEN each have a One Page Profile (or Passport for our children with more complex needs) in which they voice what is important to them, what they are good at, what they find difficult and how school can best support them. ❖ Children can discuss any concerns they may have with our teaching and support staff, knowing that they will be listened to. Children are involved in discussions about their IPM targets: how these will be achieved, what progress has been made and what the next steps will be. |

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| <p>12. Complaints</p> | <ul style="list-style-type: none"> ❖ School staff and parents/carers are partners in supporting children’s progress and wellbeing in school. Therefore, staff will work with parents/carers to resolve any issues as quickly as possible. ❖ Initially complaints should be addressed to a child’s classteacher either informally through the school’s open door policy or more formally by making an appointment to discuss the matter in more detail. If the issue is not resolved, it will be passed to the Deputy Headteacher or Headteacher ❖ If a concern/complaint relates directly to a child’s SEN, the Inclusion Leads will meet parents to offer support, guidance or reassurance as needed so that next steps can be agreed together. ❖ The school publishes its formal Complaints Policy on the school website and hard copies are available through the school office. |
| <p>13. Other support services and agencies, including support services for parents and carers</p> | <ul style="list-style-type: none"> ❖ The school seeks advice from a range of outside agencies and professionals with different areas of expertise relating to SEN, Disability, medical or mental health needs e.g. Speech and Language Therapy Service, Occupational Therapy Service, Social Care, CAMHS, Educational Psychology, Specialist Teaching Service and Autism Outreach. ❖ We signpost parents and carers to any services which we feel will offer them appropriate support. ❖ SENDIASS is the Local Authority service which provides information and advice for the parents of children with SEN or disability. This service can be contacted via email: sendiass@leics.gov.uk, by telephone on 0116 3055614 or via the Local Authority website: www.leics.gov.uk/parents ❖ The Local Authority publishes the Countywide Local Offer on its website (see address below) detailing the range of services available to families. The "Family Information Directory" has a range of service providers that may support your needs, it can be found at http://www.leicestershire.gov.uk/family-information-directory |

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| <p>14. Transfer and transition</p> | <ul style="list-style-type: none"> ❖ Our staff work closely with colleagues in pre-school settings and meet regularly before the point of transfer to gather information about any children who may be joining us with SEN or a disability. Staff will meet with parents, Key Workers and, where appropriate, any other professionals involved, to plan for transition. ❖ If a child has an EHCP Plan and parents are considering transfer to a specialist setting, the Inclusion Lead, staff working with the child and any specialist agencies involved e.g. the Psychology Service, will support parents and school in gathering evidence of the child's needs and in identifying potential specialist settings. Parents will be involved in all meetings where that transfer is discussed, but changing to a specialist setting has to be agreed by the Local Authority. If a change of placement is agreed, the school will assist parents in organising transition visits to the new school and staff from our school will also visit the new setting with the child to ensure that all information is passed on to the receiving staff and that the transfer is smooth and reassuring for the child. ❖ If a child has SEN or a disability and they are transferring to mainstream secondary school, our staff will meet with the Heads of Year 7 and the receiving school's SENCo to share information and plan for their transfer. We arrange additional transition visits to the receiving secondary schools for children with SEN or a disability so that they can familiarise themselves with their new school and ask any questions that they may have. |
| <p>15. Leicestershire County Council's Local Offer</p> | <ul style="list-style-type: none"> ❖ This document has been written in line with guidance from the Local Authority. It constitutes our contribution to the Local Authority's Local Offer which is published on their website: http://www.leicestershire.gov.uk/local-offer On their 'What is the Local Offer' page, there is a list of all neighbouring authorities' Local Offer websites. |