

# School SEND Information Report

## 2023-2024

(Core Inclusion Offer)



**MARTON MANOR  
PRIMARY SCHOOL**

[www.martonmanorprimary.co.uk](http://www.martonmanorprimary.co.uk)

Effective from: September 2023

Review Date: September 2024

Marton Manor Primary School, The Derby, Middlesbrough, TS7 8RH

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## **1. Introduction**

Marton Manor Primary School is a one form entry, mainstream primary school which incorporates an Additionally Resourced Provision for children with Autistic Spectrum Condition (ASC).

Pupils attend Marton Manor Primary School from the age of 4 years and most will have attended the school nursery from the age of 3 years old.

At Marton Manor Primary School we are committed to supporting all children to enable them to achieve.

First and foremost, this consists of quality teaching. However, for some of our children, additional support may be necessary to help them to achieve their targets and fulfil their potential.

The following information report is designed to communicate to parents and carers how children and young people with Special Educational Needs and Disabilities are supported in our school.

**The Special Educational Needs and Disabilities Coordinator**

**(SENDCo) is Mrs K. Blades**

**Tel: 01642 285001**

**Email: [katie.blades@martonmanorprimary.co.uk](mailto:katie.blades@martonmanorprimary.co.uk)**

## **2. Identification of needs**

### **2a. How does Marton Manor Primary School identify children with special educational needs?**

Good quality whole class teaching is expected throughout our school and we have monitoring systems in place to regularly track the progress of our pupils. The Head Teacher and Senior Leadership Team meet regularly to discuss pupil progress throughout the school and using pupil progress tracking procedures, we identify pupils who have not made expected progress through whole class teaching and who may benefit from additional support with their learning.

A Special Educational Need or Disability (SEND) may also be identified by staff, either in response to data or classroom observations. These concerns would then be passed on to the Special Educational Needs Coordinator (SENDCo), who would investigate further and may carry out more in-depth assessments of needs.

In addition, parents may raise concerns with their child's class teacher, who would in turn discuss any issues arising with the SENDCo. If required, the school will bring in external professionals to further assess and give recommendations for appropriate provision.

In some cases, the decision will be made to apply for additional funding or an Educational, Health and Social Care Plan (EHCP) in order to provide appropriate support for a pupil.

## **2b. How do we involve parents in planning for those needs?**

Parents and Carers will be invited to meet with the class teacher and, when appropriate, the SENDCo, to discuss initial concerns and possible support plans and/or involvement of other agencies.

The pupil, parents and teachers will agree upon specific targets for the pupil and how and when they are to be achieved/reviewed. Intervention sessions and additional support will be discussed and agreed upon.

Pupil targets will be reviewed and where necessary, adjusted, at least once a term, although this can be done earlier when appropriate. Parents and pupils will be consulted as part of this process.

Where a child requires a SEN Support Plan or an EHCP, these are written in close consultation with parents. A range of professionals involved with the child or young person may also contribute to the EHCP process, which will determine what level of educational, social and health support your child needs. These plans are reviewed annually in a meeting led by the SENDCo and attended by parents, class teachers, support staff where appropriate and any other professionals involved with the pupil at that time.

## **2c. Specialist School Provision:**

Marlon Manor Primary School incorporates an additionally resourced provision (Support Base) for children with Autistic Spectrum Condition (ASC). This is for those students with a diagnosis of ASC who require

additional support within full time mainstream schooling but do not require specialist school provision.

Pupils who attend the Support Base may have an EHCP but it is not a requirement to access the provision. Places in the Support Base are allocated by the Local Authority.

The Support Base provides specialist teaching for pupils with ASC with a high ratio of adult: pupil support. Pupils access the Support Base in accordance with their own individual needs. For some, this will be full time and for others it may only be for certain curriculum areas. The rest of their time is spent in their mainstream classes, with support when required.

### **3. Support**

#### **3a. Who in school will support my child and how will this be monitored?**

The SENDCo has overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision;

All teachers at Marton Manor Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the New Code of Practice

Students who are registered as having SEND, in line with the SEND code of practice 2014, will have termly planning and evaluation meetings with parents, class teachers and the SENDCo when necessary, to oversee targets, monitor progress and evaluate any interventions.

For students with an EHCP there will also be an annual review with the SENDCo, parents, class teachers, support staff and any other professionals involved with the pupil at that time.

Quality first teaching is supported by a team of SEND support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping students with SEND to move forward with their learning and progress.

### **3b. How are decisions made about the type and amount of provision a young person will need?**

Decisions are based on quality evidence the school has collected: both data evidence and that from discussions with everyone involved in teaching a student. Decisions will also be based on the advice from any other professionals who have been working with or assessing a student.

The amount/type of provision is decided in line with the needs of the student. For example, this could be a short-term programme of work such as a half term of input on a specific area of need or longer term in class support from the teacher or teaching assistant. Some pupils may be supported through the use of an additional resource e.g. use of a computer, writing slope or pencil grip to aid handwriting or coloured overlays and exercise books to counteract visual disturbance. This additional support will be communicated to parents at Parent Consultation meetings.

Effectiveness of any intervention/support will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives. Review points will be termly and they will be overseen by the SENDCo.

Those pupils who have a larger gap in their learning may require a higher level of support. The type of support will be decided by the class teacher and SENDCo. This support may be delivered by a teacher or teaching assistant and may be delivered outside of the classroom as an intervention. This additional support will be discussed with parents at Parent Consultation meetings, or more frequently if required.

Children with more complex/ongoing needs may require further support from outside agencies/professionals. Parents are consulted in advance and the appropriate support is planned for the child in consultation with the professional, SENDCo, teacher and parent.

In some cases, the school may apply to the Local Authority for Higher Needs Funding in order to finance the provision that is required.

The impact of additional support is measured by the teacher and SENDCo to ensure it is appropriate and relevant to the child and is enabling them to make progress.

#### **4. Curriculum**

All students have an entitlement to study a full curriculum and it is the responsibility of the school to make modifications where necessary to enable pupils with SEND to access their entitlement.

Differentiation is the responsibility of all teachers. Informed by the data and information on each student, class teachers plan for and deliver lessons using different styles of teaching and meet individual needs through a range of strategies.

Within core subjects in particular, pupils may work in ability groups and this leads to differentiation to the levels students are working at using

quality first teaching and ensuring that targets are stretching and attainable.

The majority of pupils accessing the Support Base will have their Literacy and Maths curriculum delivered by the Support Base Teacher. Within the Support Base there is provision to modify the curriculum for pupils when necessary to ensure that their learning needs are met and they receive the appropriate level of support.

## **5. Accessibility**

Marlon Manor Primary School is accessible for all. There is disabled parking in the carpark and all visitors are able to access the main reception via an accessible entrance.

There are disabled toilets in school and facilities for changing pupils when required.

ICT is used to help some of our pupils access the curriculum; there are interactive white boards, switches and communication aids available in every class.

A hearing loop is fitted and accessible in the main hall and specific classrooms

Interpreters and support from the EAL Service (English as an Additional Language) are engaged as and when necessary to help us communicate with parents whose first language is not English.

## **6. Parental Involvement**

Parents are encouraged to support their child's learning at home. Homework is provided along with lists of appropriate websites/apps that can be used at home to support pupils.

Parent workshops are held to help parents support their child with various aspects of the curriculum such as phonics, maths and supporting your child with revision. These will be needs led throughout the year. In addition, parents will also be invited to attend family sessions during which they can share in their child's learning.

Parents are invited to an annual meeting to review their child's EHCP and also to contribute to their child's individual targets.

Parent Consultations are held once a term so parents can meet their child's teachers and look at their work in different subject areas. The SENDCo will attend these meetings as required. Parents will also receive an annual report from their child's class teachers in the summer term.

Home-school communication is available via email and learning platforms for pupils who access transport services and parents are encouraged to use these where appropriate.

Parents are invited into school regularly to share in a range of activities which include; religious festivals, performances, coffee mornings and exhibitions of work.

Class teachers and the SENDCo are available to meet with parents whenever required and appointments will be arranged as quickly as possible.

## **7. Overall Well Being & Specialist Services**

Class teachers, along with their support staff, are responsible for overseeing the overall well-being of pupils. They in turn are supported

by the SENDCo, Pastoral Lead and the Senior Leadership Team. Pupils also have access to the following support:

### **Medical Support:**

On site medical support is provided by the School Nursing Service who visit school regularly to provide workshops for children in areas such as healthy eating etc. and to carry out height and weight checks for pupils at particular ages. All staff are trained annually by the School Nursing Service to administer Epi-Pens. In addition, training has been provided from Specialist Nurses for epilepsy and diabetes. We are willing to access any training necessary to support children in our school who have medical needs.

Systems are in place to support pupils with medical conditions. The SENDCo is responsible for overseeing the writing of a Healthcare Plan for the child in conjunction with the parent. Support may be sought from the School Nurse as appropriate. The Healthcare Plan is shared with the teaching staff directly involved with the child and is available to all staff on the Healthcare Noticeboard in the staffroom. It is reviewed at least annually.

There is a member of support staff on duty each morning to receive medicines from parents and medication will be administered in accordance with the school Medication Policy.

Speech and language therapy is provided by a number of specialist therapists from the Speech and Language service for pupils who require it and there is occupational therapy available once a child has been referred.

### **Social and Emotional Support:**

The school works closely with Social Services and other care providers to safeguard all pupils and support their welfare.

The Senior Leadership Team have joint responsibility for safeguarding and all staff are aware of procedures surrounding this.

The school also has access to support from outside agencies such as The Bungalow Partnership and The Junction Foundation. Both agencies provide additional emotional support to pupils within school, following referral. In addition, the SENDCo is a Licensed Thrive Practitioner, trained to support pupils' emotional wellbeing.

## **Further Support**

In school, the Support Base provides intensive support for pupils with ASC who require access to a specific support with communication, language, learning and social interaction.

Additional support is available from CAHMS (Child and Adolescent Mental Health Service), the Educational Psychologist and Peripatetic Services for hearing and visually impaired pupils.

## **8. Staff Training**

Marton Manor Primary School has a wealth of expertise from its staff over and above the qualifications needed for their jobs.

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 3 qualification.

The SENDCo is a qualified teacher, has the National Award for Special Educational Needs Co-ordination qualification and has over 10 years of experience in the role. In addition, she is a Licensed Thrive Practitioner.

There is a comprehensive induction programme that ensures all staff are trained in safeguarding, first aid and any medical procedures necessary to ensure the wellbeing of our pupils.

There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.

Staff have a range of specialist qualifications either in a curriculum subject area or in an area of special educational needs e.g. autism.

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress. For example, Specialist outreach support from Beverley School for Autism or Holmwood School for behaviour support.

## **9. Activities outside of school**

Marlon Manor Primary School is committed to providing all pupils and students with equal access to an enriched and extended curriculum.

Educational visits, including residential visits, are organised so that all pupils, including those with SEND and complex needs, have an opportunity to take part.

Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum. Visitors such as artists, theatre companies, dance groups etc. allow all students to access cultural experiences.

A variety of after school clubs cater for a range of interests and abilities and include; sport, art, dance, drama, music, cookery, sewing, gardening, computers and extra revision sessions.

School productions take place throughout the year and are open to all pupils.

The school also operates a Breakfast Club and Afterschool Club to provide wraparound care that is accessible for all pupils.

## 10. Transition

Children transferring *from* another school to Marton Manor Primary School:

- The SENDCo will visit the pupil in their current setting
- The pupil and parents will be invited to visit Marton Manor and the child can attend some visit days to meet with new teachers, support assistants and peers.
- SENDCos from previous schools will pass information to Marton Manor and this will be shared as necessary

Children transferring *to* another school to Marton Manor:

We have close links with our secondary schools and the following outlines the transition process that is followed:

- Parents and students in Year 5 and 6 are invited to visit the schools in the autumn term
- Pupils with an EHCP begin their transition planning at the Year 5 Annual review
- Once a place has been confirmed, the SENDCo liaises with parents and the secondary school
- Information is often gathered from parents and school by secondary SEND staff;
- Talks with the primary schools begin in Year 6 and for those with an EHCP or additional needs, the SENDCo meets with Secondary SENDCos to share information
- Information is transferred to the Secondary setting prior to the pupil beginning Year 7.

- A transition plan is put in place which could include visits to the secondary school in addition to standard transition days
- A mentor might be put in place as a familiar adult to help with transition and our own support staff will also accompany students on transition days as and when this is appropriate.

## **11. SEND Resources**

Children's needs, the impact of support and the allocation of resources is discussed and reviewed by the Senior Leadership Team. The SENDCo and Head teacher allocate the SEND budget for resources and equipment and the head teacher and governors regularly monitor finances.

We buy in Educational Psychology services, a specialist Learning and language teacher and The Bungalow Partnership, along with other external agencies as required.

We utilise our resources to support the strategic aims of our school as well as individual learner needs.

We access additional funding through the Local Authority for children with higher needs when the cost of their support would exceed the expected level of school funding.

Places in the Support Base are funded through the Local Authority and allocated by a Place Planning Panel.

## **12. Further information**

For further information about Marton Manor Primary School please contact the school:

Marton Manor Primary School

The Derby

Marton

Middlesbrough

TS7 8RH

Tel: 01642 285001

Head Teacher Mrs L. Rehbohm

SENDCo Mrs K. Blades

If you are wishing to access information about Local Authority SEN procedures please contact the SEN department by following this link:

[Special Educational Needs | Middlesbrough Council](#)

The Middlesbrough Local Offer website link will give you advice on resources available to you as a parent in supporting your child' needs:

[SEND Local Offer | Middlesbrough](#)