



# SEND: Information Report for Parents 2024-2025

*Every pupil matters, every moment counts.*

Be kind, Be respectful, Be honest

Be resilient, Be hardworking

Be the best you can be!



## *What is a 'Local Offer'?*

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about Middlesbrough Council's 'local offer', can be found following the link:

<https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

At Marton Manor Primary School, we value each child as an individual and celebrate all achievement. We aim to ensure that all children are able to reach their potential and recognise that some children may need additional support and provision in order to do so. We are a fully inclusive school and we strive to ensure all children achieve their best, irrespective of gender, race, need or background. All children can 'be the best they can be'.

This guide aims to detail our 'School Offer' to children and families who have an interest in, or need for SEN provision. Of course, should you require any additional information, please feel free to contact myself, I would be more than happy to discuss with you any questions which you may have.

*Mrs K Blades*

SENDCO

Marton Manor Primary School

September 2024 – reviewed annually

## *What is SEND?*

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. In these cases, a carefully planned approach is needed additional to high quality class teaching in order for these children to achieve as well as they can.

Whilst each child is unique and has their own specific needs. SEND can be categorised into one of four broad areas of need, as are described in the SEND Code of Practice; all of which are supported in our school:

**Communication and interaction** – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

**Cognition and learning** – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included within our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, including:

- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Anti-Bullying Policy

## *Who decides if my child has a SEND?*

We aim to identify children's special educational needs (SEND) as early as possible, so that they have the best possible outcomes.

Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the Educational Psychology Service, the SEND Support Service, the Occupational Therapy Service, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

There are three categories at Marton Manor Primary School:

- **Cause for concern/Monitoring:** When school identifies that a learner is struggling with any aspect of school life compared to their peers, they can note their concerns for the child. This involves making notes on the child's needs and sharing these concerns with families. Children who have their concerns noted are reviewed termly by the class teacher and SENDCo. The decision is then made to continue to monitor, or to register the child as having SEND. If there is no longer a concern, then the child is removed from monitoring. All decisions are made in partnership with families.
- **A Support Plan:** This is a formal recognition of SEND. A SEND support plan is developed in school with input from both the child and their family, which always starts with the voice of the child. It identifies the learners' needs, sets out targets that will support the learner to make progress, and the provision and support needed to meet these targets. These are reviewed termly and changes are made when appropriate.
- **An Education, Health and Care Plan (EHCP):** This is highest level of SEND and children and young people with plans are considered the most vulnerable learners. There is formal process of assessment should learners be considered for an EHCP which is a multi-agency process, that includes the child or young person and their family. Where appropriate, services from health and social care may also be involved. An EHCP is a legal entitlement to provision which is initiated, maintained and ceased by the Local Authority, but reviewed and monitored by the school and families at least annually.

## *How would my child be assessed?*

As part of high-quality teaching, our staff are constantly making assessments on a child's learning and progress. Alongside termly formal assessments, this allows teachers to make a judgement on where a learner is compared to other children their age and the national average based on the National Curriculum. In order to make progress, some children may be accessing learning from a stage of the National Curriculum different to their chronological age. We also recognise that some learners make smaller steps in their learning compared to their peers, and that these should also be celebrated. For these learners, assessments are complete through a system called PIVATS, which breaks down National Curriculum steps into smaller, more achievable steps. For some children with SEND, specialist assessments may be required to ensure that each learner's successes and needs are identified accurately.

These may include:

- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments of your child's needs;
- Literacy assessment – which may include reading and decoding assessments, copying assessments and recall tasks;
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments;
- Occupational Therapy Assessments – which may include motor skills and movement assessments, and how easily a student completes self-care tasks.

## *What kind of support do you offer?*

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

**In order to meet this challenge, our school has:**

- ❖ A dedicated Head Teacher with significant experience in supporting learners with SEND;
- ❖ A nationally accredited and experienced SENDCo – Mrs. Blades, who coordinates the SEND offer for children and families at Marton Manor;
- ❖ A whole school team dedicated to supporting vulnerable learners with a focus on inclusion;
- ❖ A dedicated and highly-skilled teaching team who work collaboratively with colleagues to ensure the very best provision.
- ❖ High levels of adult support to ensure that children with SEND are supported both in lesson time and around the school environment.

- ❖ Excellent relationships with families and the wider community to ensure we work together to meet the needs of our children with SEND and that their needs are understood by all;
- ❖ A curriculum that is designed to meet the needs of our vulnerable learners and allows adaptations to be made for children with SEND to reach their targets;
- ❖ Strong links with external partners, such as LA SEND support teams and our own private professionals, such as our Educational Psychologist.

**Some examples of additional provision which could be suitable for a child with SEND could include:**

- Individual and small teaching, following dedicated programmes to address specific needs;
- Small group focus work to address shared issues, either within a lesson or as additional sessions;
- Support from specialist colleagues, such as Occupational Therapy, Speech and Language and physiotherapy;
- Learning Support Assistant support within class to support with class work, help students to self-regulate, or to implement adapted provision;
- Additional resources to enable better access to the curriculum. This could include seating positions, the use of writing aids, and concentration tools.
- Thorough assessments undertaken by Educational Psychologists in order to pinpoint exact areas of difficulty, that are then addressed;
- ICT resources, such as the use of iPads and laptops to support with recording, and talking tins to support with memory;
- The use of talking therapy, such as Thrive and support from The Junction Foundation
- Access to outreach support from the SEND team and special schools/bases.

**Our Specialist Provision:**

Marton Manor Primary School incorporates an additionally resourced provision (Support Base) for children with Autistic Spectrum Condition (ASC).

Our Base provides a nurturing, needs-led environment enabling detailed assessment, specific and targeted work to take place on a day-to-day basis in a small group setting. The 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.

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.

## *What involvement can we have as parents and carers?*

We very much value the contribution that parents and carers can make to their child's education. We promote positive partnerships with parents and carers and actively work with them to enable their children to achieve their best. We recognise parents as the main educators of their children and operate an 'open-door' policy to share information, as well as more formal consultation evenings.

At all stages, we work with parents to agree on the best decisions and provision for their children. We encourage parents to become part of school life by:

- Inviting parents/carers to meet their child's new class teacher prior to their transition to a new class / environment.
- Having regular meetings and discussions with parents about what we have planned for their child—including sharing the child's SEND support plan and targets.
- Inviting parents / carers into school to share in their child's learning journey, e.g. for reading sessions and 'World Book Day', stay and play sessions, open house celebrations and lots more.
- Using Dojo to provide information about the curriculum and activities specific to each year group as well as sharing good news with parents.
- Involving parents in the regular reviews of SEN support plans and, where applicable, in the annual review of EHC plans.

Every effort is made to strengthen home / school links and to encourage parents to work with their children and staff in order to overcome any difficulties.

## *How are children involved in reviewing their progress and planning support?*

We are committed to involving children and young people with SEND in decisions about their learning and do this regularly through supporting children to complete a questionnaire to ensure genuine wishes and feelings are captured or, for those children who are not yet able to express themselves verbally, by observations.

We will:

- Seek the views, wishes and feelings of children and young people.
- Share targets with children.
- Provide children and young people with the information and support necessary to enable full participation in decision making.
- Support children and young people to develop and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

## *Will my child sit external tests, such as SATs?*

As with everything related to your child in our school – the answer is individual, but most children do achieve well when they have been supported effectively. If your child is able to access the Year 1 Phonic Screen, Year 4 national tables test, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data. Such decisions will always be discussed in partnership with parents.

## *How will my child/young person be included in activities with other children?*

We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality learning experiences for our children.

## *How do we evaluate the effectiveness of our provision?*

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

Pupil Progress Meetings and SEND Reviews are held regularly. This is a meeting where the class teacher meets with members of the Leadership Team and/or SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented.



Reviewing children's academic outcomes, as well as targets set on EHC and SEND plans allows us to see how well our children achieve academically and socially. We invite external evaluators from the Trust to review our provision

## *What about SEND and school finances?*

With so much additional provision and resources, many parents are concerned as to who pays for this – and where does the money come from? Each school in our Trust receives its school budget in September, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN – after which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs – typically in receipt of an EHCP. In order to access these funds, the school requests the Local Authority to review what support is required – and how much above the school contribution is required to meet the needs of the child – detailing the provision the child is receiving and at what cost to the school.

More information about SEND finances is available within the [Local Authority Local Offer Website](#).

## *What support will there be for my child's/young person's overall well-being and their emotional, mental and social development?*

At Marton Manor Primary School, we have a whole-school approach to promoting the health and well-being of all of our pupils. We recognise that all adults have a full and active part to play in protecting our pupils from harm and that every child's welfare is our paramount and collective concern, as identified in our Safeguarding Policy.

We understand that developing the resilience of your child to mental health problems will enable them to develop into a healthy adult in the future.

Our school will provide a caring, positive and safe environment for your child where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

We will offer personal, social and emotional guidance to your child at each stage in their educational journey, in line with our curriculum for Personal, Social and Health Education (and Citizenship).

As a school, we have a licensed Thrive Practitioner and work closely with the Bungalow Partnership and Junction Foundation to offer specific support for our most vulnerable pupils.

Class teachers work with your child every day and get to know them well, so they will notice changes in their behaviour that might indicate a problem. At all times, we will keep you informed and work with you to overcome any difficulties.

If necessary, we may involve other specialist services such as CAMHs to assist in assessing, planning and supporting your child and reviewing their progress. Your opinions and wishes will be taken into account.

## *How will the school prepare and support my child to transfer to a new school/college or the next stage of education and life?*

With the right support, the great majority of children and young people with SEND or disabilities can find work, be supported to live independently, and participate in their community and we encourage these ambitions from the start.

Our support for children with SEND, includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

At Marton Manor, we understand that moving between phases of education can be particularly challenging for children with SEND. When moving year group or key stage within the academy, conversations take place between the two teachers and important information pertaining to children's needs is passed on. All information surrounding a child's SEND needs is stored securely, which can then be accessed by teaching staff as needed.

Children may change schools for a variety of reasons, and will also transition to secondary school at the end of Year 6

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

When children join our school, we work in partnership with their previous setting to ensure we have all information and paperwork pertaining to the learner's needs, and follow advice surrounding provision.

- The SENDCo may 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 from 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 so that particularly attention is paid to their needs in the following transition year, and to discuss the most appropriate setting. This would usually be one of the following:
  - Mainstream secondary school,
  - Mainstream secondary school with support
  - A specialist base within a mainstream secondary school
  - A special education school.

In some exceptional cases, children may be offered a placement from outside the Middlesbrough area, if it is felt that the setting best met the student's needs. SEND case officers are expected to attend annual reviews for children in Year 5, and should the decision be made to continue with EHCP support, a 'phase change' EHCP will be issued.

- 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.

## *Who do I talk with if I have a compliment or complaint?*

If you are satisfied with the provision your child is receiving, please do tell us! We love hearing what is working well for our learners and it helps us to evaluate the support we offer. We sincerely hope that families feel that their child is receiving the appropriate provision and support, but also understand that occasionally things go wrong. Should families be unhappy with any aspect of SEND provision for their child at Marton Manor, we encourage them to discuss their concerns with the school. This will be with the child's class teacher in the first instance. If this does not resolve the problem or allay concern, it is best to speak with Mrs Rehbohm or Mrs Blades ASAP – we will do our best to rectify the problem, in partnership with you and your child.

In the unlikely event of this not resolving the issue, families should make a formal complaint using the Marton Manor Primary School Complaints Procedure. There is a copy of the school's complaints procedure on the school and Trust website.

Should families be dissatisfied with any aspect of SEND provision made by external colleagues, families should contact Middlesbrough Special Needs and Disabilities Information, Advice and Support service (SENDIASS) who offer free, impartial advice and advocacy for children and young people with SEND and their families. SENDIASS can be contacted via telephone (01642) 310806 or email [southteessendiass@barnardos.org.uk](mailto:southteessendiass@barnardos.org.uk)

## *Who are my main points of contact at Marton Manor Primary School?*

Your first point of contact at the school is the child's class teacher.

The Special Educational Needs Coordinator (SENDCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

Headteacher and Designated Safeguarding Lead (DSL)	Mrs L. Rehbohm	01642 285001 <a href="mailto:contact@martonmanorprimary.co.uk">contact@martonmanorprimary.co.uk</a>
SENDCO, Pastoral Lead, Deputy DSL & Designated Person for Children Looked After	Mrs K. Blades	01642 285001 <a href="mailto:contact@martonmanorprimary.co.uk">contact@martonmanorprimary.co.uk</a>
SENDIASS Service – South Tees		01642 310 806 <a href="mailto:southteessendiass@barnardos.org.uk">southteessendiass@barnardos.org.uk</a>
Middlesbrough Local Authority SEN Team		016422 01831 <a href="mailto:sen@middlesbrough.gov.uk">sen@middlesbrough.gov.uk</a>



## **Marton Manor Primary School**

The Derby  
Middlesbrough  
TS7 8RH

[contact@martonmanorprimaryschool.co.uk](mailto:contact@martonmanorprimaryschool.co.uk)

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

Headteacher – Mrs. L. Rehbohm