

MARLBOROUGH ROAD ACADEMY
SEN-Local Offer



Academy Name and Address	Marlborough Road Academy
Telephone number:	0161 921 2110
Website Address:	www.marlboroughroadacademy.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No
What age range of pupils does the school cater for?	3-11
Name and contact details of your school's SENCO	Cath Clarke catherine.clarke@salford.gov.uk 0161 921 2146
Name of Person / Job Title with responsibility for maintaining the Academy's Local Offer	Cath Clarke catherine.clarke@salford.gov.uk 0161 921 2146
URL for direct link	
Principal:	Alison Cookson
SEN Governor:	Emma Kay Belcher

Marlborough Road Academy is a large, two form entry primary school in Broughton, Salford. This is a larger than average Primary School. There is a large ethnic mix in the school, with 37 different languages currently spoken by the pupils in school. Many of the children arrive into all year groups with little or no previous school experience and little or no English. The school is in the bottom 1-3% of deprivation nationally. Mobility is very high.

The proportion of pupils known to be eligible for free school meals is well above average, 64.2% compared to 26.2% nationally. The number of children on FSM has risen significantly and 80% of children in Reception are now on FSM. The number of pupils at school action is above average and those at school action or with a statement of special educational need is above average. The school is organised to ensure that all children, whether they have been at the school for the whole or part of their education are able to make progress and are not disadvantaged by high levels of mobility whilst at the school.

Teaching and Learning

SEN provision

- Small group teaching.
- 1.1 teaching assistant support where funding allows.
- Intervention programmes: Speech and language, Reading, Fine motor skills, working memory, Social and emotional interventions.
- Assessment information is used by every teacher to inform next steps for groups and individual children.
- Pupil's learning is reviewed after each lesson and adjusted as appropriate.
- SENCO will carry out individual tests and screening as necessary: Working memory, dyslexia, speech and language, reading.
- Specialist advice is sought in consultation with parents: Educational psychologist, speech and language service, parent partnership, audiology.
- Specialist equipment includes: Specialist pens/pencils, coloured overlays, wobble cushions, I-Pad/laptops, withdrawal rooms, disabled toilet.

Staff specialisms.

SENCO holds National Award for SEN co-ordination.

ELKLAN trained staff amongst teachers and teaching assistants.

Communication Friendly Award – cascaded to all staff.

Team teach training for 3 members of staff.

1 member of staff holds level 1 in sign language.

Autism training.

Asthma/Epi-pen training.

Staff development needs are identified through the school development plan/ performance management and pupil progress meetings.

Exams.

Access arrangements are made for children where appropriate.

Separate distraction free locations are provided as necessary for the administration of tests.

Progress.

Progress of SEN children is monitored through parent's evenings, drop ins, annual reviews, annual reports IEP reviews.

Transition.

Additional visits to high school are provided for SEN children/ meetings between High school SENCO and MRA SENCO in Summer term.

Transition week between phases is planned annually.

TA moves with statement child to ensure consistency.

Extended teaching and learning.

Referrals made where necessary to the Learning Support Service.

Off site provision.

Parents or additional adults accompany SEN children on educational visits.

Work experience opportunities.

SEN placements for MMU 1st year students.

SEN provision

Statement children.

- SENCO arranges annual reviews for children with a statement in accordance with Salford or Manchester Local authority guidelines. Annual reviews can be brought forward if a child's needs or targets detailed on the statement change.
- SENCO, parent, class teacher and teaching assistant are involved in every annual review. The educational psychologist, school health, local authority representative and additional health professionals are invited as appropriate for the child.
- Each annual review involves a discussion of the child's current needs, a review of support/needs over the last 12 months and amendments/continuation of targets is agreed by all at the meeting.
- SENCO completes annual review documentation and sends to appropriate authority representatives.
- An annual school report is provided and consultations with both the class teacher and SENCO are arranged for parent's evening.

SA+ children.

Buy in speech and language annual reports provide feedback to parents.

An annual school report is provided and consultations with both the class teacher and SENCO are arranged for parent's evening.

Play plans/IEPs shared with parents at regular intervals.

SA children.

An annual school report is provided and consultations with both the class teacher are arranged for parent's evening.

Play plans/IEPs shared with parents.

SENCO shares any screening/test results with parents.

Communication & Interaction

Staff trained in ELKLAN work with children to ascertain their views for annual reviews – using visual resources where necessary.

Any language needs of the child or parent considered before the annual review and translator used if needed to ensure parents have their say.

Clear discussion with all adults supporting a child to ensure all information is provided for the review.

SENCO meets with parents to discuss any screening results, clinic letters and educational psychology reports to ensure they are clear on all the information given.

(Translation provided if necessary.)

SEN provision

- 1.1 statemented children are handed over to class teacher/teaching assistant at the start of the day and handed to parents at the end of the day depending on the child's level of need. Any relevant information about the child's day is discussed with parents at this point.
- No parking available to parents within school grounds (There is a disabled space available if needed next to the school entrance on Dudley Street)
- 1.1 teaching assistant supervises statemented children at lunchtime.
- Early lunch with teaching assistant is provided for children who cannot cope with crowded/noisy environments in school hall.
- An indoor option of a quieter space is provided for children who cannot cope at lunchtime.
- All children involved in lunchtime clubs/activities on a rota.
- Midday supervisors trained in ELKLAN/playground games/sport England training.
- Play leaders/ buddies support pupils at transition time.
- Playground games/toys used with lunchtime assistants on a rota.

First Aid.

- First aider in all phases in school.
- 2 3- day trained first aid staff .
- All educational visits have a first aider.
- Lunchtime has a first aider in all phases.
- Extra curricular activities have a first aid trained member of staff on site.
- Care plans are written where necessary in conjunction with the school nurse and parents (for medical conditions that may require a hospital visit)
- All medical needs are recoded on SIMS and updated regularly.

Risk assessments.

- All educational trips and visits risk assessed using EVOLVE – authorised by Head teacher or Local authority if residential. Consideration is given to SEN children's individual needs within a group and separate risk assessment completed if necessary. If for specific behaviour, staffing is adjusted accordingly and shared with parents.

Behaviour policy is available to parents on the school website.

Communication & Interaction

Health (including Emotional Health and Wellbeing)

SEN provision

Health services on premises

- School nurse visits to school/ meeting with parents arranged by SENCO where necessary. Care plans are written with school nurse/SENCO and parents if necessary.
- Buy in speech and language therapist works with identified children in EYFS.

First aiders.

- Adequate numbers of first aid trained staff (paediatric in EYFS, emergency first aid at work and 3 day trained staff)

Medication.

- Parents sign a form in the office with a first aid trained member of staff. This is self administered or given to a child by a first aider according to parents instructions.
- Medication is kept in a locked cupboard in the office.
- First aider regularly checks the expiry date for medication and informs parents when it needs replacing.

Training.

- Specific training given by school health for Epi pen/epilepsy/ asthma medication. (Specialist medication such as epi pens should only be administered by trained staff – a list of staff is kept with medication)

Major incidents.

- Procedures in place - child not to be moved until seen by a first aider – clear area, reassure child.
- Phone 999 if an emergency and contact parents.
- Print off child's details from SIMS.
- Adult to accompany child to the hospital if unable to contact parents.
- Write up, clean up and restock first aid kit. Serious incident form completed if necessary.

Emotional wellbeing.

- Regular contact is maintained with parents if a child is emotionally vulnerable.
- Child is provided with emotional support via buddy up system with another child/ nominated adult to talk too.
- Self esteem/ emotional interventions are run for identified pupils, as necessary.
- SENCO/parent to meet with school nurse for further referrals as necessary. (CAMHS, Gaddam Centre for bereavement counselling)
- SENCO/Learning mentor meet s with parents and refers for family support if needed.

Resources.

School uses the following programmes to support pupils - SEAL, nurture groups, Paths To Success(Dr Barnardos) resource for developing emotional literacy.

Communication & Interaction

Clear discussion between all adults concerned if a child needs a referral to Speech and language therapy.

SENCO meets with parents and school nurse to complete care plans where necessary. Visual health plan for children (including photo and SIMS details) kept in school office in case of emergency.

Communication with Parents / Carers

SEN provision

- Staff are listed on the school website.

Progress updates are given at:

- Parents evening, interim reports (posted home if non attendance), end of year school report.
- Parents can look around the school before accepting a place and meet with SENCO to discuss provision.

Parent feedback.

There are a number of ways of providing school with parental feedback. These include;

Meetings with class teachers and SENCO.

SEN parent questionnaires

Feedback on the bottom of reports.

Feedback on the slip on each weekly newsletter.

Website parent view.

Parent consultations.

Parents meetings/information sharing sessions – speech and language/phonics/maths/reading

Communication & Interaction

- SENCO introduces herself to all new SEN children's parents and attends EYFS meetings with new parents in the Summer term.
- We have an open door policy, however if a member of staff is unavailable an appointment can be made at the school office.
- EYFS/Key stage 1 children see parents at the start and end of each school day when they drop off/collect their children. If a longer discussion is needed, class teachers will arrange a mutually convenient time for a discussion.
- Key letters translated.
- Translation service provided on our school website.
- Key staff deliver parents meetings/information sharing sessions.

Working Together

SEN provision

- Play plans/IEPs are discussed with parents and signed.
- Individual risk assessments are planned for pupils with high level needs.
- Sims signatures are sought from parents / carers to agree photos/RSA/medical/e-safety.
- Global provision for educational visits is collated– parents sign forms.

Pupil voice-

- pupil voice (views) are gathered by pupil leaders including children across the school.
- SEN pupil voice (views) are gathered by SENCO to help evaluate interventions/ learning spaces.

Opportunities for parents to have their say.

2 parents governors on governing body.

PTA

Parent workshops.

Support on trips.

Fundraising.

Stay and play opportunities in EYFS and Stay and read in KS1

Volunteer work.

Communication & Interaction

IEPs/Play plans discussed with parents at parents evenings and drop in where necessary.

Drop in with SENCO to discuss IEPs/Play plans.

Visual resources used to ascertain pupil views where needed.

Pupil leaders gather pupil views in their home language where possible.

What help and support is available for the family?

SEN provision

- SENCO meets with parents to offer support in school and signposts to other services where necessary.
- Help is provided with form filling.
- Newsletter and leaflets signpost to other services available both in school and by external agencies.

School travel plan:

School has a specific school travel plan.

SENCO/Learning mentor can make arrangements to pick up a child in exceptional circumstances.

Communication & Interaction

Drop in with SENCO/Learning mentor to support with form filling/signposts to other services.

Translation service where needed.

Transition from Primary School and School Leavers

SEN provision

- IEPS are passed on to high schools
- High schools are made aware of the level and nature of a child's special need and any interaction with external agencies/ internal support provided

SENCO/Year 6 teachers liaise with High schools for transition.

Additional plans are put in place for transition for SEN children where needed.

Children are identified for nurture arrangements at high school

Communication & Interaction

Drop in for parents to discuss High School options prior to applications and support with forms if needed..

Meetings between school staff and High school staff before transition.

SENCO meets with High School SENCO where necessary.

Extra-Curricular Activities

SEN provision

- After school provision (paid activity)
- Additional reading before/lunchtime and after school for SEN children not making progress in reading.
- Lunchtime activities on a rota.

Clubs.

- Football, cricket, netball, athletics, cross country, community badminton.
 - Pyramid club (for quiet, withdrawn children with low self esteem)
 - Homework club
- None of these clubs have a charge. With the exception of the Pyramid club (where children are selected according to need), all clubs are inclusive and all SEN children are welcome.

Residential.

- Year 5 children have the opportunity to go to Lledr Hall, a residential outward bound activity centre.

Communication & Interaction

Parents meetings and drop in to discuss residential trips and visits.