

## Marlborough Road Academy SEN Information Report

### 1. The kinds of special educational needs for which provision is made at the school

Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement.

#### **Cognition and Learning**

Marlborough Road offers smaller classes in the mornings where children are taught according to their ability within the year group for reading, writing and maths. We work closely with external professionals to support children with specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.

#### **Sensory, Medical and Physical**

Marlborough Road offers interventions to support sensory processing difficulties and fine and gross motor skills. We work closely with Salford Learning Support team (LSS) to offer advice where needed. 2 teaching assistants have attended training.

#### **Communication and interaction**

Marlborough Road Academy is an ELKAN communication Friendly school. All staff have completed training in speech and language. 2 teachers are level 4 ELKAN accredited and 5 teaching assistants have completed level 3 training. We have a buy in speech and language therapist who works with EYFS and specific children in KS1. We work closely with LSS and local speech and language teams where children need further support.

#### **Social, Emotional, Mental Health Needs**

Children with social, emotional or mental health needs have access to additional support from 2 teaching assistants in small nurture groups in the afternoons. Children are identified by class teacher and a meeting will take place with parents to decide on the intervention needed. They also have access to a quiet room during lunchtimes and playtimes. There is access to a safe nurture room throughout the day if needed. School work closely with the social emotional support team through LSS. Children who need further support can be referred to CAMHS via the school nurse or family G.P. School are participating in the emotionally friendly schools project. The SENCO has completed a foundation course in counselling children.

## **2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN**

Regular assessment of all children takes place every 10 weeks as part of our pupil progress cycle. This includes reading, writing and maths teacher assessments and written tests. Children completing the Read Write Inc programme are assessed and new groups created. Meetings take place with the assessment co-ordinator and class teachers.

When a child is making less than expected progress, discussions take place with the SENCO and parents. (Less than expected progress is when a child makes significantly slower progress than their peers from the same starting point or when they fail to match or better previous rate of progress.) At this point, more detailed screening resources can be used – for example GL dyslexia or dyscalculia screener, working memory assessments, YARC reading assessment. A referral in to learning support may also be considered at this point. Regular health checks such as hearing and vision can be checked at this point.

Where a child is experiencing social emotional difficulties that may be affecting progress a BOXALL profile or a Goodman's strengths and difficulties questionnaire will be completed to plan support. A referral may be made to LSS. Meetings with parents will take place and family support/CAF may be completed.

If a child's behaviour is causing concern and all of the above assessments have been completed, a further meeting will take place with parents and support from the Primary Inclusion Team (PIT) will be offered.

Where a child continues to make less than expected progress despite all of the above support being offered, school may seek advice from an educational psychologist and a series of Plan, Do Review meetings will be held with the SENCO, class teachers and parents to support the child.

## **3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including** **a. How the school evaluates the effectiveness of its provision for such pupils**

We believe in fully including all of the children in the life of the school and offer quality first teaching to all children as part of our inclusive ethos. We make reasonable adjustments as appropriate to support children with SEND. Early intervention is a clear priority and children assess intervention where necessary. The impact of interventions is tracked and progress monitored and compared to children not receiving interventions. All SEND interventions are included in our Salford interactive provision map. We followed a graduated response.

## **b. The school's arrangements for assessing and reviewing the progress of pupils with SEN**

Pupils' progress is tracked every 10 weeks and data is analysed by the SENCO and vice principal (please refer to assessment policy for more information) SEND children will have an IEP which is reviewed 3 times a year. Parent/teacher/SENCO meetings take place 3 times a year and more frequently as required. Pupil voice, parent questionnaires and person centred annual reviews are completed. Progress of children with speech and language concerns is tracked using ELKLAN screening (TALC) 3 times a year.

Children working with the educational psychologist follow a plan do review cycle of support and referrals are made for EHCP if school and parents agree this as a next step.

For children with statements/EHC plans an annual review takes place once a year. Interim meetings may also be held.

The SENCO is available to meet with parents every morning whilst children attend breakfast club and meetings can be arranged at parents' convenience.

The SEND policy is reviewed annually.

- Following an assessment by Learning Support Services, a meeting takes place to discuss the findings and how best to meet the targets.
- When assessing SEN children, consideration is given to their needs eg a reader, a scribe, extra time or rest break may be necessary. Generally, whatever support is provided in the classroom is provided as far as is permitted during tests.
- We hold standards meetings twice a year with the head teacher.
- Initial concerns are discussed with SENCO, followed by meeting with parents, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes.
- We instigate EP assessments and other assessments through health, social care and other agencies as appropriate.

Further information on the implementation of our SEN Policy can be found on the school website.

### **c. The school's approach to teaching pupils with SEN**

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.

All teachers:

- set high expectations and provide opportunities for all to achieve
- take account of legislation requiring equal opportunities
- take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

## Children with SEN

### Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely and help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

## Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals
- place children in groups where needs are best met and seek advice from outside agencies if needed.
- Train staff to work with children with specific disabilities

### **d. How the school adapts the curriculum and learning environment**

#### **Differentiation by:**

Smaller ability groups within year groups for phonics (Read Write Inc) or guided reading.

Smaller ability classes for maths and literacy with an additional teacher for each phase (5 teachers for 4 classes)

Small groups throughout the school for key skills maths

1.1 teaching assistant support where necessary

1.1 or small group interventions for catch up/specific need listed on the school provision map.

Mixed ability classes in the afternoons

VAK teaching style

Visual resources in every classroom according to the ELKLAN communication friendly status.

Alternative ways of recording – scribe, mind maps, visual, audio, ICT

**Learning environment**

Classrooms with visual timetables, clear classroom rules and school values displayed. Reading areas, key vocabulary and learning resources displayed.

Quiet room available to the children throughout the day – safe space with comfy seating. This room is staffed by SENCO and safeguarding officer at lunchtime.

**e. Additional support for learning that is available for pupils with SEN**

Precision teaching, nurture groups for self esteem, friendships and behaviour, ELKLAN speech and language groups, buy in speech and language therapy, funky fingers motor skills.

Opportunities to read and complete homework before school during breakfast club.

Use of ICT

Additional adults running interventions, supporting 1.1 or small groups in class.

Booster groups before school.

**f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum**

All extracurricular activities are accessible to children with SEND.

**g. Support that is available for improving the emotional and social development of pupils with SEN**

Nurture groups in the afternoons, 1.1 and group advice and support from the PIT (Social emotional team) Groups run at lunchtime for all children encouraging team work. Resilience doughnut intervention in year 5 and 6. Quiet room. Completing the emotionally friendly school programme including staff training.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO**

The school SENCO is Mrs Cath Clarke 0161 921 2146 [catherine.carke@salford.gov.uk](mailto:catherine.carke@salford.gov.uk)

**5. Information about the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured**

Experienced SENCO, 6 years in post (Completed the National award for special educational needs co-ordination 2012) and attends regular SENCO training sessions)

5 Teaching assistants and 2 teachers are ELKLAN trained (a speech and Language training programme) and all staff in the school have complete the Communication friendly schools status training.

1 teaching assistant specialises in working with EAL children (NASSEA training and SEMA)

Teaching Assistants are also trained in, fine and gross motor skills, working with children with ADHD, Autism, Dyslexia and behaviour management.

Medical training in dealing with epilepsy, asthma, sickle cell where appropriate.

Decisions regarding SEN CPD for whole school/groups of staff/individuals are based on the needs of the children. Where appropriate training will be offered to staff who have expressed a desire to develop their skills in a specific area of SEN.

School hold the communication friendly award and are working as part of the emotionally friendly schools programme and the Autism Education trust and the Salford ACE (Autism communication education) team.

**6. Information about how equipment and facilities to support CYP with SEN will be secured**

There is a designated budget for SEN. On-going monitoring and evaluation together with the strategic planning of SEN ensures that all children's needs are met through careful targeting of both human and material resources. Where additional resources or aids are recommended by professionals school will provide these.

**7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child**

Regular meetings with parents – 3 times a year for class teachers.

Annual reviews for children with EHCP.

Use of parental surveys and questionnaires.

SENCO meets regularly with parents – meetings arranged by telephone, drop in, home school communication books.

Meetings with parents, SENCO and other professionals involved in child's education.

Parent SEND information leaflet and individual children information sent home annually as part of the school report.

**8. The arrangements for consulting young people with SEN about, and involving them in, their education**

Pupil voice.

Targets on IEPs discussed with pupils. Pupil voice. Pre-post intervention discussions. Annual reviews. Person centred reviews.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved,

Stage 2: The complaint is dealt with by the SENCo. If there is still no resolution,

Stage 3: The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors

Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

School works very closely with our Educational Psychologists, Dr Lindsay Kay and Steph Pipe. With parental permission they will observe children in class, carry out assessments, offer advice to staff and prepare reports to request additional support such as an application for an educational health care plan (EHCP)

SENCO liaises with professionals including paediatricians, CAMHS, Speech and language and G.P's with parental permission. Multi agency meetings are held for children with complex needs. If the child is EAL, then a translator will be brought in for any meetings or assessments.

It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always to be sought. (in the case of a LAC, permission may be given by the carer or the social worker) Parents are responsible for taking their child to all speech and language clinic appointments.

We also have the facility to seek advice from SEN learning Support Services and the Primary inclusion social and emotional mental health team. With parental permission referrals may be made to this service and support will be offered to child, class teachers and parents.

We have a safeguarding officer and the SENCO is part of the safeguarding team. When a family needs to be supported in order to help the child a CAF (Common Assessment Framework) may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area. This is where we need to look at using other agencies within Children's' Services to provide skilled support for the entire family, thus helping the child. We also have strong links with the EWO (Education Welfare Officer), helping children and families to improve punctuality and attendance. Parents are encouraged to request this service themselves or staff may approach parents to discuss any help required.

School also work closely with SIASS (formally parent partnership) Parents needing support will be directed to this service by staff in school. – Our SIASS link is Rachel Binns 0161 778 0343 07990 515296

**11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32**

<i>Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 778 0538</i>
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<i>For children aged 0-5            Early Support/Portage Home Visiting Team/Inclusion Officers            Starting Life Well            Unity House            Salford Civic Centre            Chorley Road            Swinton            M27 5AW</i>	<i>0161 793 3275</i>
<i>Statutory Assessment Team            Burrows House            10 Priestley Road            Wardley Industrial Estate            M28 2LY</i>	<i>0161 778 0410</i>
<i>Learning Support Service (LSS)            c/o Moorside High School            57 Deans Road            Swinton            M27 0AP</i>	<i>0161 607 1671</i>
<i>Educational Psychology Service            Burrows House            M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team            Salford Civic Centre            Chorley Road            Swinton            M27 5DA</i>	<i>0161 793 3535</i>

**12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**

<b>Transition From</b>	<b>To</b>	<b>Support Service</b>	<b>Contact details</b>
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476



		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850
		Salford City College Learning Support	<p><a href="#">City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</a></p> <p><a href="#">Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</a></p> <p><a href="#">FutureSkills - Dakota Avenue, Salford, M50 2PU</a></p> <p><a href="#">Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</a></p> <p><a href="#">Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</a></p>
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)			0161 603 4500
For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team			0161 793 3535
<p>13. Information on where the local authority's local offer is published</p> <p>The Local Offer in Salford (LOIS) can be found at this location: <a href="http://www.salford.gov.uk/localoffer.htm">www.salford.gov.uk/localoffer.htm</a></p> <p>The local offer for Manchester residents can be found on <a href="http://www.manchester.gov.uk">www.manchester.gov.uk</a></p> <p>Marlborough Road local offer can be found on the school website <a href="http://www.marlboroughroadacademy.co.uk">www.marlboroughroadacademy.co.uk</a></p>			