

Marton Manor Primary School Local offer for pupils with Special Educational Needs and Disability (SEND).

Type of school Marton Manor Primary School is a one form entry, mainstream primary school which incorporates a specialist Support Base for children with Autistic Spectrum Disorder (ASD). 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.

Identification of special educational needs/ disability A Special Educational Need or Disability (SEND) may 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 (SENCO), 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 SENCO. 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 Educational, Health and Social Care Plan (EHSC) in order to provide appropriate support for a pupil within the setting.

Involvement of parents in planning for needs Parents and Carers will be invited to meet with the class teacher and, when appropriate, the SENCO, to discuss initial concerns and possible support plans and/or involvement of other agencies.

The pupil, parents and teachers will agree upon an Individual Education Plan (IEP), which outlines targets for the pupil and how and when they are to be achieved/reviewed. IEPs 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.

Statements and EHSC plans are written in close consultation with parents. A range of professionals involved with the child or young person contribute to the process. The EHSC helps to determine what level of educational, social and health support your child needs. These plans are reviewed annually in a meeting attended by parents, class teachers, support staff, the SENCO and any other professionals involved with the pupil at that time.

Specialist School Provision Marton Manor Primary School incorporates a specialist Support Base for children with Autistic Spectrum Disorder (ASD). This is for those students who require additional support with full time mainstream schooling but who do not need a place in a special school

Pupils who attend the Support Base have a Statement of Educational Needs or, from September 2014, an Educational, Health and Social Care Plan (EHSC).

The Support Base provides specialist teaching for pupils with ASD 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 necessary.

Support The SENCO will have 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 SEN code of practice 2014, will have termly planning and evaluation meetings with parents, class teachers and the SENCO when necessary, to oversee the plan, monitor progress and evaluate any interventions.

For students with an EHSC plan there will also be an annual review with the SENCO, 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 SEND students to move forward with their learning and progress.

Decision making Decisions are based on quality evidence the school has collected: both data evidence and that from talking to 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 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.

Effectiveness of any intervention 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 SENCO.

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 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.

Accessibility Marton Manor Primary School is accessible for all. There is disabled parking at the front of school 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 multi cultural workers are engaged as and when necessary to help us communicate with parents whose first language is not English.

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 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 statement/EHCP and also to contribute to their child's Individual Education Plan (IEP)

Open Evenings are held once a term so parents can meet their child's teachers and look at their work in different subject areas. Parents will also receive an annual report from their child's class teachers in the summer term.

Home school diaries are used to support communication between home and school 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 art exhibitions.

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

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 SENCO 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. 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.

There is a member of support staff on duty each morning to receive medicines from parents and write support plans in line with the agreed policy and there is a member of support staff available each day to carry out what has been agreed with the parents.

Associated policies These can be found on our website and include Medicines, SEND/Inclusion, Safe handling, Contenance, Safeguarding, Equality and Diversity.

Social Support The school works closely with Social Services and other care providers to support the welfare of pupils. The SENCO and class teacher will also provide support and guidance when your child is preparing to leave school.

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

Additional support is available from CAHMS, the educational psychologist and peripatetic services for hearing and visually impaired pupils.

Staff Training Marton Manor has a variety 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.

There is a comprehensive induction programme that ensures all staff are trained in positive handling strategies, manual handling, safeguarding, tube feeding and other 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 such as art 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.

The following is a snapshot of these but is not an exhaustive list:

CAMHS	Speech and language therapists
Rosewood centre	The bungalow project
Counsellors	Outreach support Beverley special school for autistic pupils
School nursing service	Outreach support Priory Woods special school
Physiotherapists	Outreach support Holmwood special school
Play therapists	Outreach support Sunnyside unit for hearing and visually impaired pupils
Educational psychologists	Physiotherapists

Activities outside of school Marton Manor 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, music, cookery, sewing, gardening, computers and extra revision sessions.

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

Transition Children transferring *from* another school to Marton Manor Support Base :

- The Head teacher and SENCO 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.
- SENCOs 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
- Once a place has been confirmed the SENCO liaises with parents and the primary school;
- Information is often gathered from parents by secondary SEND staff;
- Talks with the primary schools begin in Year 6 and for those with an EHSC plan or additional needs, the SENCO meets with Secondary SENCOs to share information
- A transition plan is put in place on their advice 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.

SEND Resources Every child receives base funding and a ‘top up’ based on their level of need. There are four levels of need and resources are allocated according to assessed need.

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 G. Howard

SENCO Mrs K. Blades

Middlesbrough Council web site is:

www.middlesbrough.gov.uk

SEN Officer David Ball

From a Young Person's point of view, what does our school offer for children and young people with SEND?

How does the school/college know if I need extra help?

If children are finding the work very difficult and are struggling to keep up then we will look at ways that we can help. It could be problems with reading, writing, maths, speaking and listening or understanding social things, for example how to make friends or how to calm down quickly.

Support What should I do if I think I need extra help? How will I be able to raise any concerns I may have? First of all you can tell your teacher and your parents. If you tell them what you find difficult we can give extra support in class or help through extra lessons. It may also be special equipment or a quiet place to work. The extra help may only be needed for a short time or for much longer. A special plan will be used to make a note of the things we are working to help you improve.

Curriculum How will my school work be organised to meet my individual needs?

What are the school's approaches to differentiation? If the work is very challenging you may be given help to learn phonics or to read words e.g. by using dyslexia -friendly books, coloured overlays and plenty of reading practice with an adult. You may be helped to learn number bonds, multiplication tables and how to solve problems. If you have missed some bits of work we will help you to catch up and explain things to you in ways that will help you understand. We may also help with writing strategies by giving you ideas for writing, a writing slope, a special pencil grip etc...

If you have problems with friendships and behaviour we will help you find ways of making friends and ideas to help you to stay calm.

My Involvement How will I be involved in planning for my needs? You will be able to discuss your needs and agree the targets we set. You will be given a copy of these to help you remember them. You will be able to tell us what you are struggling with.

How will I be able to contribute my views? You can tell us when you are working with us and receiving support from the teacher or teaching assistant. We also have a School Council so you can make views known through them or tell us directly.

Who can I go to for support if I feel my needs are not being met or I'm not being listened to? You can talk to the Head Teacher Mrs Howard, or Deputy Head, Mrs Docherty or

the SENCO, Mrs Blades. If you feel a bit shy you can ask your parents to make an appointment and come in for a chat with them.

Learning Who will tell me what I can do to help myself and be more independent? The teacher and teaching assistant will help you to find ways to be more independent e.g. by reading your work aloud to see if it makes sense, remembering tips about how to read for information to answer questions, checking maths for accuracy and understanding the operation to be used.

How will I know if I am doing as well as I should be? We will give feedback to you each day during the lesson and by marking your work. We will tell you things that you can try to improve . We will also have a more focused review of your special plan and will tell your parent how they can help you.

Well being. What should I do if I am worried about my school work? You can talk to us about how you are feeling. We can find ways that will help you to cope and get help for you if you need it from nursing staff or other people with special skills. We will also help you to get to school on time and to attend regularly if this is a problem by talking to your parents and finding out what would make things improve for you.

Involvement in activities outside of the classroom We want everyone to be able to enjoy activities outside of lessons in our school and everyone has the chance to take part in activities. This could be sport, drama, dance, music, art, gardening, cookery etc... We take part in festivals and competitions, including competitions for children with special needs (although we try to include *all* children regardless of their abilities in all activities).

Transition When children are ready to move on to secondary school we send information to the school about the progress that children have made. We can also arrange extra visits to the new school and talk to the staff about things that will help make learning and forming friendships easier.