

## **The North Marston C E School Special Educational Needs Annual Report.**

At North Marston School we aim to ensure equal opportunities for all regardless of gender, age, ability, religion, race, cultural or ethnic background. Equality at North Marston School is about enabling all children to achieve their maximum potential as individuals and members of society, and of ensuring the equality of opportunity and treatment for all members of our school community. Every teacher at North Marston School is a teacher of every child or young person including those with SEND.

**Our SEND policy can be found here:**

<https://www.northmarstonceschool.co.uk/sen/>

### **1) The SEND provision at North Marston School is on an individual needs basis and includes but is not limited to:**

- Quality First Teaching for all pupils
- Reading intervention to improve reading accuracy, fluency and comprehension
- 1:1 and small group Speech and Language support sessions carried out by suitably qualified LSAs.
- OT and Physiotherapy support is given under the direction of external agencies
- Maths and Literacy booster sessions provided by qualified teachers for any pupil that is identified as requiring extra support.
- 1:1 support is provided for Pupil Premium Pupils in whichever area they need support.
- 1:1 sessions and small group support sessions are carried out by suitably qualified LSAs or qualified teachers.
- Social skills sessions are provided for students who need more targeted support.
- LSAs are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the students' needs and the requirements of the subject teacher.
- Access arrangements are made for assessment tests where appropriate. Types of provision may include the use of a scribe, laptop or additional time. Where there is an identified medical need further arrangements may have to be made.
- Where a student needs more specialised support, external agencies and other professionals may become involved (**see school's partnerships**).

**The school's Accessibility policy can be found here:**

<https://www.northmarstonceschool.co.uk/sen/>

### **2) Students are identified as needing extra support from information such as:**

- Concerns raised by parents/carers or the child/young person
- Information from feeder schools that has been passed on.
- Reading, Writing Numeracy and Science levels that have been obtained for each pupil on a termly basis
- Class teachers identifying students who are not meeting targets or whose progress is slower than expected.

- Assessment data which may identify students who need additional support.
- Screening that has been carried out by a specialist teacher. Students may be referred to a specialist teacher if Quality First Teaching has not had a sufficiently positive impact on the pupil's progress. If other specific learning difficulties are suspected, then other external agencies may be involved.
- Screening that has been carried out in school.
- The SENCO analyses termly assessment data to identify students who are not meeting their targets

#### **How we monitor provision:**

- In consultation with the student and parent/carer, SEN Support Plans or provision maps are written by the Class teacher and the SENCO; these are reviewed regularly. These are also used to show how support is targeted and the effectiveness of the intervention. Pupil folders are created by the class teacher and SMART targets are set for each pupil. APDRs are used to outline how support will be delivered and to assess its effectiveness. The progress against these targets is then closely monitored in partnership with the pupil.
- Termly data and information from subject teachers, parents and most importantly, the pupil is all used to assess the effectiveness of the provision and the progress of pupils with SEND.

#### **1) The school's approach to teaching**

- Quality first teaching-This features high quality, inclusive teaching to meet the needs of all learners within the normal curriculum. It focuses on focused teaching with sharp lesson objectives, high levels of interaction and engagement for all pupils, appropriate use of teacher questioning and modelling, emphasis on talk for learning and high expectations for all pupils.
- Time limited intervention programmes  
This is intended to provide highly focused 'catch up' programmes in small groups, built into mainstream lessons or outside of and in addition to whole class lessons. Individualised intervention programmes in very small groups or one to one are also carried out.

#### **2) The School's facilities**

- The school has been adapted to provide access for wheelchairs
- The school has a disabled toilet and washing facilities
- All classrooms have visual timetables to enable all pupils to be able to follow the routines of the day
- Signage is visual and accessible to all pupils.

#### **3) Training for staff to help them support children/ young people with SEND.**

- The SENDCO has gained the Post Graduate National Award for SEN Co-ordination.
- Specialist training has been accessed through the Specialist Teaching Service, the SENDCO liaison group and the Educational Psychology service.

- Individual staff have had further or more specific training on how to support students with individual needs from specialists or through external training courses.
- Training opportunities are also driven by the needs of the children at the current time in the school.
- The specialist teacher service supports class teachers and TAs in delivering the curriculum as appropriate.

#### **4) The School's arrangements for consultation**

- If parents have a concern about a specific subject they should contact the Class Teacher. Specific concerns which relate to the students special needs or disability should be raised with the SENCO.
- Each student who has been identified as having special needs will have information that is written in conjunction with them and their parent/carer.
- Some students being supported by an LSA will require more frequent communication with the parent/ carer and it may be appropriate to use a communication diary.
- Pupil information is reviewed on a termly basis and will inform parents/carers of their child's/ young person's progress.
- Parent evenings are held twice a year when parents/carers can meet with Class Teachers
- Pupils with EHC plans will have an Annual Review to evaluate their progress towards their outcomes. Parents/Carers, Class teachers and outside agencies will all involved in this meeting.

#### **5) The School's partnerships**

The school involves other bodies (including health, social care and Buckinghamshire Council support services) to meet the needs of students with SEND and their families by using the following outside agencies:

- Specialist Teaching service
- Child Protection Services
- Educational Psychology
- School Nurse
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- County SEN Team
- SENDCO liaison group
- Mental Health Support Team

**6) The school's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living is:**

The School works closely with partner secondary schools and participates in Transition Arrangements for vulnerable pupils (where appropriate) to ensure the successful transfer of SEND pupils to secondary schools.

- SEND action records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary School.
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time for transfer

**Transfer within the school**

- Teachers liaise closely when pupils transfer to another class within the school
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- There are close links between the school and the local pre-school; the pre-school leader meets teaching staff to discuss pupils with SEND when they are about to start school

**7) The school communicates the contact details for the support listed above to pupils with SEND and their families by:**

- The School website
- SEN Support plan/Provision Map reviews
- 1:1 discussions
- Annual reviews

**8) The school's Key contacts**

Mr Chris Armstead-SENDCO

Tel-01296 670286

[Email-carmstead@northmarston.bucks.sch.uk](mailto:Email-carmstead@northmarston.bucks.sch.uk)

**9) The contact for compliments, concerns or complaints from parents of students with SEND is:**

Miss Sarah Brew Head Teacher

Tel-01296 670286

[Email-office@northmarston.bucks.sch.uk](mailto:Email-office@northmarston.bucks.sch.uk)

The school's complaints procedure can be found here:

<https://www.northmarstonceschool.co.uk/policies/>

**The school's link to the Bucks Local Offer**

Information for the Local Offer for Buckinghamshire County Council is available at

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383 293 or email [familyinfo@buckinghamshire.gov.uk](mailto:familyinfo@buckinghamshire.gov.uk)