



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Special Educational Needs (Information) Regulation Annual Report 2021

Contents

1. The Send provision at Marlow C of E Infant School	2
2. The SEND policy at Marlow C of E Infant School	3
3. The approach to teaching at Marlow C of E Infant School	5
4. The school's facilities	6
5. The school's training	7
6. The school's Consultation	7
7. Parents/Carers of pupils with SEND about the education of their child	7
8. Children about their education	8
9. The School's partnerships	8
10. The School's arrangements for pupils with SEND transferring between other education providers	9
11. The School's communication contact details	9
12. The School's key contacts	9



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All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis and make it available on their website: *Special Educational Needs (Information) Regulations Clause 65*.

To avoid duplication of information, this Special Educational Needs Report will form part of Marlow C of E Infant School's Local Offer and will be linked to our record on the Buckinghamshire Family Information Service website.

1. The SEND provision at Marlow C of E Infant School

Marlow C of E Infant School is a mainstream setting where the emphasis is on a whole school approach and inclusion. All staff accept responsibility for providing all children with realistic learning goals in a broad, balanced and appropriate curriculum which is differentiated to meet their individual needs.

We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and quality teaching approaches. For some children, however, there are times when they require additional support to help them achieve realise their potential.

Additional needs or disabilities which can affect a child's ability to learn and can include, but is not limited to:

- behavioural/social (e.g. difficulty making friends)
- reading and writing (e.g. dyslexia)
- understanding concepts and instructions concentrating (e.g. Attention Deficit Hyperactivity Disorder)
- physical needs or impairment.

The school's [Accessibility policy](#) can be found here.

The Special Needs Co-ordinator (SENCO) is:

Mrs S Downing

who can be contacted through the school office either by

telephone: 01628 483983 or by email: office@marlow-infant.bucks.sch.uk

The SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND (Special Educational Needs and Disability).

2. The SEND policy at Marlow C of E Infant School

The school attributes great importance to the early identification, assessment and provision for any child who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child.

Partnerships between school and parents/carers is crucial and the aim is to keep open channels of communication with regular updates on the progress that children make. This is of particular importance if a child has special educational needs which are more complex in nature.

There are clear processes in place within school for:

- The identification and assessment of pupils with Special Education Needs and Disability (SEND);
- Evaluation of the effectiveness of its provision for pupils with SEND,
- Assessment & reviewing of the progress of pupils with SEND

i. The identification and assessment of pupils with SEND

There are different ways that children with SEND are identified at Marlow C of E Infant School:

A. The progress of children's education is tracked through a continuing process of assessment, planning and review.

Children with SEND may be identified as part of this process through on-going Teacher and Teaching Assistant (TA) observation and assessment within the classroom showing one or more of the following:

- The child is working at a level below the national expectation for that year group
- The attainment gap between the child and their peers is increasing
- A previous rate of progress is not being maintained.
- Little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.

The main assessments used are:

Early Years Foundation Stage

- Baseline assessments in line with the new Early Years curriculum
- Termly assessments against the new Early Years Curriculum
- Half-termly progress meetings
- Observations
- Keyword monitoring and assessment half termly
- Benchmarking of reading skills
- End of phase phonic assessments
- County recommended Language Link (language and understanding) screening programme on all children and speech link if required.

Key Stage 1

- Baseline assessments and agreement of end of year outcomes in Reading, Writing, Phonics and Maths at the start of each year
- Salford reading assessment twice yearly
- Half-termly progress meetings
- Benchmarking of reading skills
- Keyword monitoring and assessment half termly
- End of phase phonic assessments

- Mock phonics screening
- Half termly assessment of Reading, Writing and Maths against National Curriculum objectives – included in the school’s Learning Ladders tracking system
- The pre-key stage (PKS) descriptors which are included in the school’s Learning Ladders tracking system
- Re-screening using County recommended Language Link (language and understanding) screening programme.

B. Other ways in which children with SEND might be identified are:

- Emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes
- Self-help skills, social and personal skills inappropriate to the child’s chronological age
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Children (in liaison with Children’s Services)
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skill
- Other professionals concerns e.g. from medical services, Educational Psychologist, Social Care, Paediatrician.
- The child came into the school with SEN needs.
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place

If a child is identified as making progress which is deemed as below expectations, in spite of in class strategies being deployed as part of the usual differentiated curriculum, the teacher may decide that more intervention is needed. The teacher will fill out an internal cause for concern sheet to highlight the child to the SENCO. The teacher at this point will have already been in contact with the parents to raise their concerns. Following this the SENCO will observe and look at the evidence presented by the teacher and suggest next steps or action the school needs to take in order to support the child. If a SEN plan is required the SENCO will be in touch with the parents to discuss this. However, if the SENCO has recommended the teacher additional strategies at a class level this will not be communicated to the parents via the SENCO. The communication for this remains the responsibility of the teacher. .

ii. The evaluation of the effectiveness of provision for pupils with SEND

If a child is identified as having SEND which requires targeted support over an extended period and/or requires support from external specialists e.g. Specialist Teacher, Educational Psychologist etc., then in consultation with the class teacher, the teaching assistants, the child and the parent/carer a SEN Support Plan and targets (SSP) are written by the teacher with the support of the SENCO.

If a child has more complex/long -term needs, the school will consider applying for an Education, Health and Care Plan (EHCP). This involves professionals and support from sectors other than education and puts the child securely at the centre of the provision.

The SSP and EHCP will

- Include targets which have been identified by the assessments and which aim to match the child’s needs, providing the next step in their learning.
- Detail the interventions implemented and how they will be monitored
- Outline who is involved in delivering the interventions
- Detail the effectiveness of any reviewed interventions.
- Details of professional advice taken and the impact of this
- Detail of when the next review is expected.

All provision is constantly monitored and adjusted by those delivering the provision. The monitoring is overseen by the SENCO and weekly SEN and teaching team meetings enable conversations about pupils' progress and the effectiveness of interventions to happen on a regular basis.

The provision is deemed effective if it results in the child meeting the targets set and the monitoring allows for members of the team to ensure that progress towards the target is being made.

Targets and/or provision can then be adjusted if there is insufficient progress being made or if the child has made accelerated progress which results in a new target being set.

iii. The assessment & reviewing of the progress of pupils with SEND

Termly internal reviews of progress towards the targets take place with the SENCO, headteacher and the teaching team via a progress meeting.

Given the Covid-19 restrictions over the past 2 years the assessment data for each child in receipt of SEN provision is tracked by the SENCO on a half termly basis and plan, do review cycles are shorter to ensure children are monitored closely, especially at the start of the academic year.

Formal reviews with the parents/carers of children with SEN take place at least once a term at which the progress, provision map and targets are discussed and agreed. This is also an opportunity to discuss additional support and help that may be available for the child or that parents can give at home.

Where a child has an EHCP there is an additional review which takes place annually and is attended by professionals as well as parents/carers and the child, if applicable.

The SENCO regularly reports to the Governing Body and meets termly with the named Governor with responsibility for SEND. The Governors agree priorities for spending the school's SEND budget with the overall aim that all children receive the support they need in order to make good progress.

3. The approach to teaching at Marlow C of E Infant School

At Marlow C of E Infant School, inclusion is key to our approach to teaching children with SEND.

Self-esteem is essential to a child's well-being. Including all children in the curriculum and ensuring that the learning environment is adapted to their needs means that they can feel an integral part of the school 'family'. The teaching team and the support staff are highly motivated to make sure that every child has the care and attention that they need to thrive. This is done:

- By adapting the curriculum & making reasonable adjustments to the learning environment;
- With additional support for learning in and out of the classroom;
- Through activities that are available to pupils with SEND in addition to those available through the curriculum;
- Through improving the emotional and social development of pupils with SEND.

i. How the curriculum and learning environment is adapted

- The class teacher differentiates the work to enable a child with SEND to access the curriculum more easily
- The teacher ensures that their time is organised across the school week to ensure their expertise is given to those children who have additional needs.
- Small group provision may be provided for children with similar needs, this would be delivered by teaching assistants or teachers depending on the tasks set

- Teaching assistants or Learning Support Assistants may give 1:1 support in a specific area of learning out of class or in many areas of learning within the classroom.
- Specialised equipment will be made available where necessary e.g. writing slopes, wobble cushions etc...

ii. Additional support for learning

- The class teacher's involvement in recognising and identifying additional needs of a child who is not progressing at similar rate to the rest of the cohort.
- The SEN team consists of the 1 Higher Level Teaching Assistants (HLTA), 1 Specialist Support Assistants and 3 Learning Support Assistants who support the SENCO and the class teacher by delivering specific learning support programmes and interventions for children with SEND.

iii. Activities available for pupils with SEND

- School trips are open to all children and every effort is made to ensure that the trips are suited to all. Risk assessments are carried out prior to any school trip to ensure that nobody's health & safety will be compromised during the trip. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- Marlow C of E Infant School has a wide range of extra-curricular activities and clubs available. These are run by school staff and private providers. All children are invited to take part and those clubs run by the school staff are free of charge. If a child with SEND wishes to access a club for which he/she needs support, then the school will work with parents/carers and any relevant agencies to either provide additional adult support or specialist equipment depending on the identified need.
- In the current climate of Covid-19 additional risk assessments are written for children with particular SEN or medical needs which requires adults to be within 1 metre and administering intermate care.

iv. Through improving the emotional and social development of pupils with SEND

The school has a comprehensive range of interventions and support to help the emotional and social development of pupils with SEND. These interventions include but are not limited to:

- Social Support groups differentiated by age or developmental stage. The use of programmes such as 'Ginger Bear' for children in Early Years differs from those used for pupils in Year 2. These interventions aim to help children to:
 - Build confidence and self-esteem
 - Deal with anger
 - Build and maintain positive relationships and friendships
 - Identify their emotions, talk about their worries and give them strategies to deal with their worries.
- Group Transition support – for children moving key stage or school;
- Individual transition support – for children moving key stage or school
- Growth mindset learning (started in 2015) and the school wide delivery of the MindUp programme (Goldie Hawn Foundation). A principle part of these programmes is social and emotional learning.
- Nurture group 2 afternoons a week. The school have 5 staff who are 'Nurture trained' by the Educational Psychology Service to deliver Nurture sessions. More details can be found in our Nurture policy.
- Informal reactive and proactive whole class nurture which meets the needs of the class at specific moments in time.

4. The School's facilities

- The school facilities are all on one level
- There is disabled access to the school and all classrooms are accessible from the outside via the main entrance to school and the hall doors.
- There is a toilet adapted for disabled users.
- There is parking nearby the school, behind Gweneth Court, with a level footpath leading to the school.
- The school is able to meet the requirements of some pupils with complex needs and as each child is unique, the school consider their ability to meet these needs on an individual basis.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services including - Locality Teams, Social Workers and Educational Psychologists. Any advice offered is always acted upon.

5. The School's training

The school's arrangement for training staff in relation to pupils with SEND is:

- In house training provided by SENCO to both teachers and TAs to cascade information from regular County liaison meetings.
- Specialist expertise and training has been accessed through the Specialist Teaching Service, the Specialist Downs Syndrome team, Speech and Language Therapy, Educational Psychology service
- Link Occupational Therapist and Speech and Language therapist meeting when appropriate or when a child is highlighted as having severe difficulties via the Language Link screening.
- Advice from the School Nurse is available on request.
- Individual staff members attend more specific training on how to support children with individual needs (including bereavement and emotional needs) from specialists through external training courses and webinars. Eg. Recently the KS1 team had an introduction course on Makaton. Other courses are Healing and Recovery in School after Lockdown – which was run by the SEND Gateway.

Other training which relates to a child's general well-being includes:

- A large majority of staff are first aid trained with some trained in Emergency First Aid
- Mental health first aid training
- All staff have regular safeguarding training
- A large majority of the staff are Team Teach trained
- All staff have regular Health & Safety training
- Nurture training – this year we have trained 2 additional members of staff to support nurture in the classroom.

6. The School's Consultation

At Marlow C of E Infant School we consult with and involve:

- Parents/cares of pupils with SEND about the education of their child
- Children about their education:

7. Parents/Carers of pupils with SEND about the education of their child

At Marlow C of E Infant School we believe that a child's education is a partnership between school and home. We operate an 'open door' policy and offer parents the opportunity to make appointments with their child's class teacher at a mutually convenient time should they have concerns about their child.

Other opportunities that we consult with parents/carers are at:

- A 'Meet the Teacher' evening in the Autumn term (which was via Google Classroom)
- Termly curriculum-specific evening events to help parents understand and support their children's learning - including one on the Mind-Up programme
- Two Parent Consultation Evenings (Autumn and Spring term)
- Review of SEN Support targets with SENCO/class teacher – at least 3 times per year
- End of Year written report

Specific concerns which relate to the child's special need or disability should be raised with the SENCO.

Each child who has been identified as having special needs will have a SEN Support Plan/Provision map that is written in conjunction with them and their parent/carer.

Parents of children with SEND will be invited to consult with the SENCO at least 3 times a year and which point the review and or the SEN Plan will be discussed. The Class Teacher, on top of the meetings mentioned above, will join these meetings in the spring term. For children who hold an ECHP the annual review will form one of these meetings or will be an additional meeting, if not at a review time. All adults involved will be expected to attend this meeting and the child will contribute accordingly depending on age.

8. Children about their education

By involving children in discussions about what they would like to learn, what they think they need to learn, where they need to improve, target setting and reviewing of targets we believe that they will have a deeper understanding of the knowledge and skills they are learning.

The ways we communicate with all children about their education include:

- SEN Pupil Profile
- Daily pupil involvement in class-based assessment and daily next steps
- An active School Council
- Pupil page in End of Year Report
- Person centred reviews (for pupils with EHC)
- Annual pupil questionnaire
- Children who are involved in our Nurture Provision will complete a child questionnaire around 3 times a year. Please refer to our nurture policy for more information.

9. The School's partnerships

The Governing Body of Marlow C of E Infant School involves other agencies to meet the needs of pupils with SEND and their families by using the support and guidance of:

- Area county SEN team and local SEN officer
- Educational Psychologist;
- The Specialist Teaching Service
- Cognition and Learning team
- Pupil Referral Unit
- Occupational Therapists
- Speech and Language Therapists
- Nurture Network Meetings
- Family Resilience Service
- Social Care
- CAMHS
- Community Paediatrics
- School Nurse
- County Safeguarding Team (BSCB)

- Members of the local community such as Rotary Club
- Members of the Local Church congregation

10. The School's arrangements for pupils with SEND transferring between other education providers

Marlow C of E Infant School has a long established and thorough process for aiding the transition of pupils from Year 2 to our link Junior School – Holy Trinity CE(A) School.

This process involves:

- Detailed transition meetings with Teachers and SENCO from the link Junior School
- Planned transition activities with the Junior school and the other feeder school;
- Provision of detailed SEN records to Link Junior School
- Group and 1:1 transition plans for children with SEND which involves additional familiarisation visits

11. The School's communication

The school communicates with SEND pupils and their families via:

- [School Website](#)
- The Weekly School Newsletter
- Parent Information Sessions
- 1:1 discussions
- Annual reviews
- Termly reviews
- Parent Consultations
- Bucks Family Information Website: www.bucksfamilyinfo.org

12. The School's key contacts

The name and contact details of the school's SEN co-ordinator

Name: Mrs S Downing

Email: senco@marlow-infant.bucks.sch.uk

Tel: 01628 483983

The contact for compliments, concerns or complaints from parents of pupils with SEND

Name: Mrs S Reynolds

Email: office@marlow-infant.bucks.sch.uk

Tel: 01628 483983

Marlow C of E Infant School [Complaints Policy](#)

The link for the Bucks Local Offer for [Marlow C of E Infant School](#)

Information for the Local Offer for Buckinghamshire 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 Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk