

MARUS BRIDGE PRIMARY SCHOOL



**SEND INFORMATION REPORT
REVIEWED AT THE MEETING OF THE LOCAL GOVERNING BODY
HELD ON : 07.07.2024**

**CHAIR OF BOARD: Mrs K Catterall
HEADTEACHER: Mr R.Aldridge**

Reviewed July 2024
Review Due September 2025

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

Marus Bridge Primary School (MBPS) is an inclusive school that welcomes all who wish to attend. We work collaboratively to overcome barriers to learning, participation and achievement. MBPS remains committed to a wholly inclusive educational experience in which all pupils feel valued and have access to a broad, balanced and differentiated curriculum.

Working together to ensure provision is at its best are the:

- Class teachers
- Phase leaders
- SLT
- Pastoral manager
- Safeguarding Team
- SENDCO
- Teaching assistants
- External Agency Support

We provide provision for pupils with a range of additional needs, across the four main areas of SEND, including:

- **COGNITION AND LEARNING:** Moderate learning Difficulties, SPLD, Dyslexia, Dyspraxia.
- **SENSORY, MEDICAL AND PHYSICAL:** Medical conditions, Visually Impaired, Hearing Impaired, Physical Impairment
- **COMMUNICATION AND INTERACTION:** Autistic Spectrum Condition, Speech and Language difficulties
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH:** Attachment disorder, ADHD, ADD.

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

- The school follows the LA's current SEND Code of Practice, adopting a "Graduated Approach" to identification and assessment of pupils with SEND.
- The school promote and support Wigan's Local Offer for children and families with SEND.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including

How the school evaluates the effectiveness of its provision for such pupils:

Monitoring by the SENDCO through tracking of progress, meetings, observations, feedback from class teachers

- Referrals to the SENDCO from class teachers/phase leaders/parents.
- Parent/carer meetings between class teachers and the SENDCO
- For children with EHC plans, an annual review takes place once a year.
- Two RDP meetings with the school's TESS teacher and Educational Psychologist.
- Multi-agency meetings with a range of external agencies / services

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

- Tracking of pupils' progress using the school's assessment system.
- A cycle of consultation meeting, set targets, review targets takes place regularly throughout the year.
- Following an assessment of potential area of SEND, a meeting takes place with appropriate stakeholders to discuss the findings and how best to meet the pupils' needs.
- When assessing young people with SEND for Access Arrangements for tests consideration is given to the pupil's needs and their requirement e.g. a reader, a scribe, extra time or rest break may be necessary.
- Initial concerns are discussed with the SENDCO/Pastoral Manager followed by a meeting with parents/carers, observations, followed by referrals to outside agencies or placement on appropriate intervention programmes.

b. The school's approach to teaching pupils with SEN

Our aims ensure that the outcomes of all pupils with SEND are improved by having high aspirations and expectations, to ensure that pupils can achieve their full potential.

As part of Quality First Teaching in all of our classrooms, all teachers:

- Ensure that all pupils' specific needs are met in the classroom;
- Ensure that all pupils can access learning;
- Plan effective lessons so all pupils make good or outstanding progress;
- Organise additional learning opportunities as needed;
- Use lively, interactive teaching methods and make maximum use of different learning styles.

c. How the school adapts the curriculum and learning environment

Within the classroom, school acts upon advice from all external agencies such as:

- Consideration to seating and environment for pupils with Hearing Impairment (HI) pupils and creating suitable resources for pupils with Visual Impairment (VI) e.g. enlarging print
- Use of specific apps on I pads (for specific pupils)
- Laptops for pupils who require this provision in order to access learning with greater independence and/or display dyspraxia difficulties "Learner- friendly" classrooms within inclusion: visual timetables, labelled resources, word walls/cards, phonic prompts, number lines, 100 square, Numicon, working walls, modelled and shared writing on display.
- Across all subjects' curriculum, the use of coloured overlays, exercise books, Smart Board backgrounds – to support pupils with Visual Stress
- Utilizing specific strategies, approaches and resources to support pupils with additional needs across the main four areas of SEND.

d. How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND

- For pupils with an EHCP, where appropriate, support staff will accompany pupils on day and/or residential school trips.
- Where applicable, pupils with SEND are supported in extracurricular activities, ensuring that they can participate with the peers who do not have SEND.
- Pupils with SEND take an active role in whole school initiatives such as assemblies, through the usual support mechanisms and prior knowledge of content.

- Our aim for pupils with SEND is to equip them with the necessary tools and skills to be the best they can be and to achieve their full potential, so that they feel respected and valued. Through access to high quality education and quality first teaching, our pupils will enjoy, achieve and progress to the best of their ability. All progress, academic and non-academic will be recognised in each of our pupils. .

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

- SLT and SEND Governor
- SENDCO and Pastoral Team
- TESS advice
- Educational Psychology advice
- CAMHS school link worker
- Outreach support

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

SENDCO

Mrs. Jacqueline Lloyd

01942248129

j.lloyd1@marusbridge.co.uk

PASTORAL MANAGER

Mrs. Karen Bish

01942248129

k.bish@marusbridge.co.uk

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

Our school has an experienced SENDCO, who has worked in the school for many years, with a BA(Hons) in Educational Studies and the National Award for Special Educational Needs co-ordination.. Her main responsibility is to manage SEND in the school. If you wish to speak with the SENDCO about any issues with your child, please get in touch with Mrs. Lloyd via the school office.

In addition the school has an experienced Pastoral Manager who uses her expertise working with parents and children and addressing the well-being of children in the school. The Pastoral Manager can also be contacted via the school office. All our staff at MBPS also are regularly trained during whole school INSET training to help their pupils overcome all barriers to learning and delivering high Quality First Teaching.

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

- Regular review meeting with parents/carers
- Regular discussion with any agencies involved with a pupil
- Regular discussions with the Head teacher and the school's Leadership Team on all areas of SEND
- Assessments are made by both external agencies and school staff to establish what equipment/facilities are needed to support pupils with SEND. MBPS will make reasonable adjustments to ensure that pupils' needs are catered for.

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

- At each parents evening, the SENDCO and Pastoral Manager are available to meet with parents/carers.
- Progress and outcomes are discussed during consultation meetings (RDP meetings) with the outside agencies such as the Educational Psychologist, and TESS at these meetings in both the Autumn and Spring Term.
- Processes such as Early Help or multi-agency meetings are held so that parents can discuss concerns with relevant staff.
- The progress of pupils with ECHP's is discussed at their annual reviews.

- Parents are welcome to make an appointment with a class or the SENDCO at any time to discuss their child's progress. Parents may be invited into school to discuss their child's progress at any time.

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

- Self-evaluation is actively encouraged and is carried out on a daily basis between staff and pupils.
- Children are supported where necessary to think of areas for development and how to develop in these areas at school and at home.
- They are encouraged to create their own targets and support staff where appropriate will create target/reward schemes. Pupils are made aware of their progress and challenging targets have been set for them by their class teacher.
- A talking mats approach is facilitated by the pastoral manager to obtain pupil views.

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

It is hoped that the school's openness provides an effective channel for expressions of concern, and that these will initially be addressed to the SENDCO. Parents who wish to take any matter further may speak to the Headteacher.

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

- Regular planning meetings are held between external agencies and the SENDCO, for example two planning (RDP) meetings with the school’s TESS teacher and Educational Psychologist.
- The SENDCO may make a referral to the relevant agency, with parental consent and involvement where concerns are raised regarding a pupil at our school whose needs cannot be met through Quality First Teaching or intervention.
- The Pastoral Manager is also trained to lead on Early Help and manages the Early help process for families and pupils who have SEND.
- Either the SENDCO or Pastoral Manager will lead these meetings with the view to create a multi-agency approach to support pupils and families.
- Education, Health and Care plans will be applied for and reviewed by the SENDCO and other relevant agencies..

11. The contact details of support services for the parents of pupils with SEN:

National Autistic Society(www.autism.org.uk 0808 800 4104)	www.autism.org.uk 0808 800 4104			
CAMHS (01942 775400)	01942 775400			
Speech and Language Team (01942 482630)	01942 482630			
ADHD	www.adhdfoundation.org.uk 0151 237 2661			
British Dyslexia Association	www.bdadyslexia.org.uk 03334054555			

Dyspraxia Foundation	www.dyspraxiafoundation.org.uk 01462455016			
Further contact details for support services are available through the LA website: https://www.wigan.gov.uk/Resident/Education/Special-EducationalNeeds-and-Disability/Local-Offer/index.aspx 12.				

12 Information on where the local authority's local offer is published:

<https://www.wigan.gov.uk/Resident/Education/Special-EducationalNeeds-and-Disability/Local-Offer/index.aspx> 12.