

Marshlands Primary School



SEND Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Policies | Marshlands Primary School \(secure-primariesite.net\)](https://secure-primariesite.net)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attachment and Trauma
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

“Every teacher is a teacher of a child with SEND.” (SEN Code of Practice, 2015)

Our special educational needs co-ordinator, or SENCO

Our SENCO is **Mrs Kerry Wright**.

They have 4 years' experience in this role here at Marshlands Primary, and have worked as a SENCo in another school for 5 years, previously. They are a qualified teacher.

They achieved a Post Graduate Certificate in Supporting Pupils with Special Educational Needs in July 2009.

Mrs Wright regularly attends training around all areas of SEND. This includes:

- Autism
- SEMH (social, emotional and mental health)

- Dyslexia
- EBSA (Emotionally-Based School Avoidance)
- Attachment and Trauma
- Precision Teaching
- Sensory Differences
- Sensory Circuits

And many more.

The SENDCo is allocated 4 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All teachers have accessed training on the below areas:

- Attachment and Trauma Sensitive Schools
- Dyslexia
- Autism

Some teachers have accessed training on the below areas:

- Specific mathematics difficulties
- Speech and language
- Social stories
- Comic strip conversations

Teaching assistants (TAs)

We have a team of twenty-three TAs, including four higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Some of our teaching assistants are trained to deliver interventions such as:

- Nurture Group
- Comic strip conversations
- Social stories
- Lego Play
- ELSA (Emotional Literacy Support Assistant)
- Drawing and Talking
- Precision Teaching

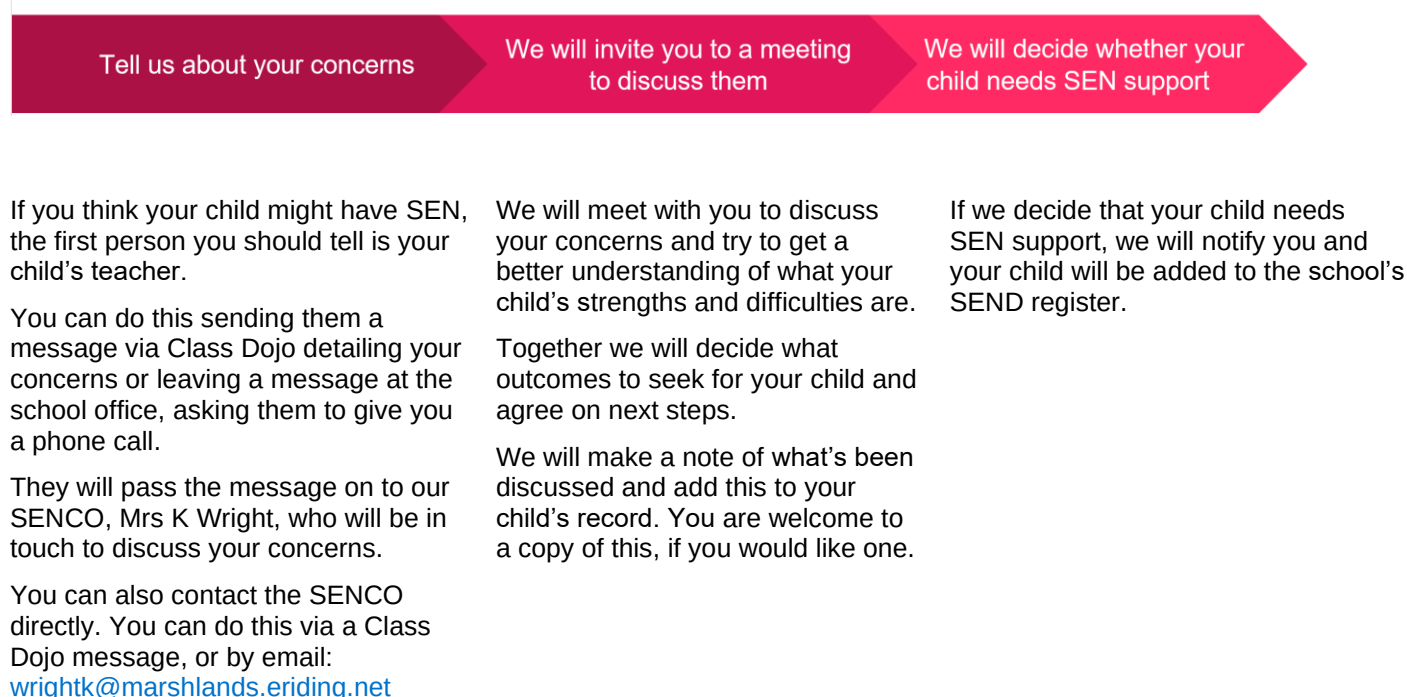
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Inclusion Practitioners (Autism support)
- SEMH (Social, Emotional and Mental Health) Team
- School nurses
- Children's Centre
- Early Help and Intervention Team

- DVAP (Domestic Violence and Abuse Partnership)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Humber Sensory Processing Hub
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include progress towards their next steps in their learning, for example in reading, writing or mathematics.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support, or an intervention, to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. The SENCO will ask for your opinion and speak to your child to get their input as well.

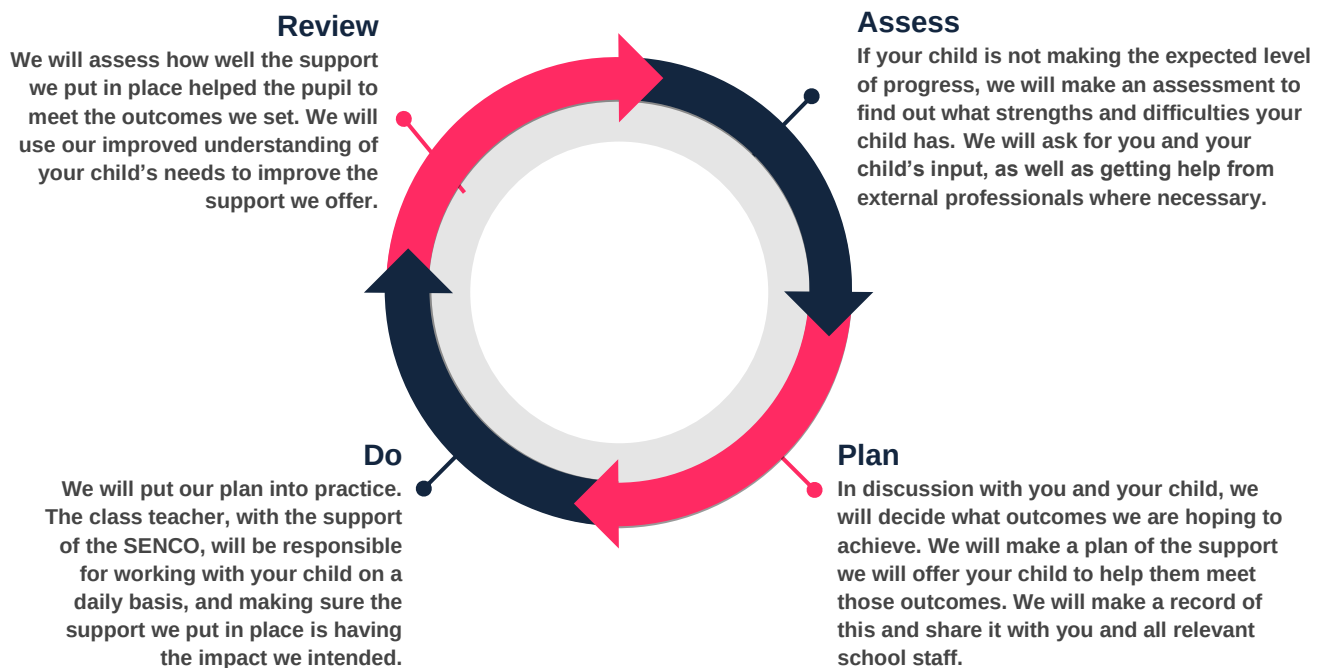
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be a part of this decision, and will be informed.

If your child does need SEN support, their name will be added to the school's SEN register, and the classteacher will create a SEN 'pupil passport' for them, which will be shared with you.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher and SENCo will meet with you 3 times a year, usually at the end of the term, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. The easiest way this can be done is via Class Dojo, or you can leave a message with the school office asking your child's teacher to give you a call.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Marshlands Primary School has an 'accessibility plan', which can be seen on our website here: [Policies | Marshlands Primary School \(secure-primarysite.net\)](#)

This plan covers increasing the extent to which disabled pupils can participate in the curriculum.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a small group or on a 1-to-1 basis when needed.

We may also provide the following interventions/resources:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social skills group Social stories Comic strip conversations
	Speech and language difficulties	Implementing specific speech and language support plans Social skills groups

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Visual stress assessment / coloured overlay Adaptations according to individual needs Assistive Technology e.g. laptop / reading pen
	Moderate learning difficulties	Adaptations according to individual needs
	Severe learning difficulties	Personalised Curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation School tools i.e. fidgets Wobble cushions Movement breaks
	Adverse childhood experiences and/or mental health issues	ELSA Drawing and talking Access to the pastoral team e.g. daily/weekly check ins Nurture groups
Sensory and/or physical	Hearing impairment	Appropriate seating within the classroom Adults repeating any quieter contribution from other children
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Sensory circuits 'School Tools' e.g. fidgets, wobble cushions.
	Physical impairment	Adaptations according to individual needs

These interventions are part of our contribution to East Riding of Yorkshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets, each term
- Reviewing the impact of interventions, each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports days and school performances/concerts.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- The admission of prospective pupils with a disability and prospective pupils with SEN is largely the same process as for all children. We would welcome visits to the school and a discussion with our SENCo before admission so parents can decide whether our school can meet their child's needs.
- If a prospective pupil has an EHCP, this process differs slightly and is dealt with via the SENART (Special Educational Needs Assessment and Review Team). When we receive a consultation for a pupil with an EHCP the SENCo and Headteacher read the EHCP and then discuss together whether they feel the school has the provisions to meet the child's needs. This decision will then be given to SENART, who will inform parents.
- The oversubscription criteria is in place in order to avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.

13. How does the school support pupils with disabilities?

All school staff work hard to support pupils with disabilities. Some of the things we do are listed below:

- Staff take all of the appropriate steps to prevent disabled pupils from being treated less favourably than other pupils. This is done by working closely with parents of pupils, who we consider to be 'experts on their children'.
- We are an accessible school. Most of our external doors have ramps and we are a single-story building. We have a disabled toilet on site, and a wet-room which allows for physiotherapy exercises to be carried out, if required.
- Our school's accessibility plan can be found here: [Policies | Marshlands Primary School](#). The aim of this policy is to:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to take part in all of our after-school clubs
- We provide extra pastoral support for listening to the views of pupils with SEN by our SENCo completing an annual 'pupil views' questionnaire
- We have a pastoral team, who regularly check in on all children, and provide additional support when necessary
- Pupils access ELSA or drawing and talking, when it is felt that they require additional social, emotional and mental health support.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. For further information, please see our Anti-Bullying Policy, which can be found here: [Policies | Marshlands Primary School](#)

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet, to discuss all pupils' SEND
- The new teacher will receive a copy of the latest SEND review meeting
- New teachers are asked to read and act upon pupils' SEND learning passports/EHCPs
- All teachers are offered a bespoke meeting with the SENCo, where they can further discuss needs and/or support strategies
- Provide two opportunities to meet their new teacher, once for a story, the second time is for the full day
- Provide a 'transition book' for the pupils who will benefit from a visual reminder of the upcoming changes, including pictures of staff and their new classroom

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (leaving Primary and going onto Secondary)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable and/or homework diary
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Additional transition visits to their chosen Secondary School
- Bespoke ELSA sessions around transition, when necessary

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher is **Mrs Kerry Wright**.

Our SENCO is also our designated teacher. Our designated teacher works to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you are unsure or unhappy about your child's SEN support we encourage you to speak to your child's class teacher in the first instance. If you are still unhappy, or feel things have not been resolved please then speak to the SENCo. We will work to resolve concerns.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

If you would like to make a complaint, please see our complaints policy, which can be found here: [Policies | Marshlands Primary School](#)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. The easiest way to get in touch is to send Mrs Wright a message via Class Dojo.

To see what support is available to you locally, have a look at East Riding of Yorkshire's local offer. The East Riding of Yorkshire Council publishes information about the local offer on their website:

[Home \(eastridinglocaloffer.org.uk\)](http://eastridinglocaloffer.org.uk)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[East Riding SENDIASS \(eastridinglocaloffer.org.uk\)](http://eastridinglocaloffer.org.uk)

Links to local charities or organisations that offer information and support to families of children with SEND can be found here:

[Parent carer support groups \(eastridinglocaloffer.org.uk\)](http://eastridinglocaloffer.org.uk)

LOOK AHEAD is the service in East Riding of Yorkshire for parent carers of children and young people, aged 0-25 years, with Special Educational Needs and Disabilities. This service is provided by FISH (Families Information Service Hub). You can find out more about this service here:

[LOOK AHEAD \(eastridinglocaloffer.org.uk\)](http://eastridinglocaloffer.org.uk)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages