

# Mareham Le Fen Information Report 2022-2023



## Our approach to supporting pupils with SEND

### 1. What kinds of Special Educational Needs does Mareham Le Fen CE Primary provide for?

We have a fully inclusive SEND policy. We will:

- distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- identify barriers to learning using our knowledge and understanding of the following primary areas of need as identified in the SEND Code of Practice;
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
  - Medical

### 2. What should I do if I think my child has special educational needs?

If you feel that your child has special educational needs, or you are not sure if they have additional needs, the first person to speak to is the Class Teacher. Raise your concerns with them and discuss how your child is getting on. Together you will decide on a plan of action and next steps as stated in our SEND Policy (which is reviewed and updated annually).

The Special Educational Needs Co-ordinator (SENCo) Ms Phillips, will be informed and if appropriate, the child may be placed on the Special Needs Register/School Support. Targets may then be put together or outside agency help may be requested.

Decisions around additional support will be made on a personal basis, taking into consideration the whole child and what will aid them with their education. This decision will be based upon the child's ability to access the curriculum and achieve within it. The class teacher, SENCO, parents and child will be involved in the **decision-making** process.

If you need to contact Ms Phillips,  
email: [enquiries@mareham.lincs.sch.uk](mailto:enquiries@mareham.lincs.sch.uk) or  
telephone: 01507 568304.

### 3. What opportunities will there be for me to discuss my child's achievements and how will I know how my child is progressing?

Class teachers normally bring children out to the gate at the end of the day, providing an opportunity for brief informal conversations with parents.

We will hold a parents' consultation evening each term or send home a written report to give parents information on the progress and attainment.

Where a review meeting is not held at parents' evening, these will be arranged for a mutually convenient time.

Children with an EHCP will have progress meetings throughout the year and an annual review yearly which is reported to the Local Authority.

If you have more pressing concerns, a meeting with your child's class teacher or the SENCo can be arranged with the relevant member of staff. In some instances, (when agreed by school and parents) a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.

### 4. How will my child be able to contribute their views and how will they be involved in the process?

We want to give all pupils with special educational needs and disability (SEND) a voice about their experiences, their learning and their journey through the school.

Pupil voice is an important aspect of the graduated approach cycle of assessment, plan, do and review. It is a means of giving children the opportunity to express their views listening to them and acting accordingly.

We want to make sure that pupils with SEND help set their targets, can understand them, have a say in any interventions and know what they are aiming for in an appropriate way depending on their age and area of need. This will help to empower children and make them active partners in their learning and lives.

### 5. How does the school know how well my child is doing?

We track all children's progress closely over the year. We measure the amount of progress children make over the year, and how their attainment compares with age related expectations.

Any children working significantly below age expectations are assessed using pre-key stage standards. This enables us to measure small steps of progress, and set appropriate specific targets.

We assess children using teacher assessments, Assessment for Learning and standardised assessments. All of these are used to provide a clear and detailed picture of your child's progress and attainment.

For children in Reception we assess children using the Early Learning Goals.

## 6. How will the school prepare and support my child on entry?

We organise a series of induction sessions for children starting in Reception and a meeting for new parents.

Should your child benefit from a more personalised transition programme we are happy to work with you to organise this.

For children starting at other times of the year or in other year groups we encourage you to look round and if possible for your child to spend an afternoon in their new class getting to know the adults, the other children and our routines.

If your child has already been identified as a child with SEND, we will work closely with you and the previous setting to make the transition as smooth as possible.

## 7. How will the school prepare and support my child to transfer to a new setting or school or phase

We work closely with the schools that the children move on to after Mareham Le Fen CE Primary.

The local secondary schools organise transition events and taster days. They also work closely with our staff to share relevant information about children.

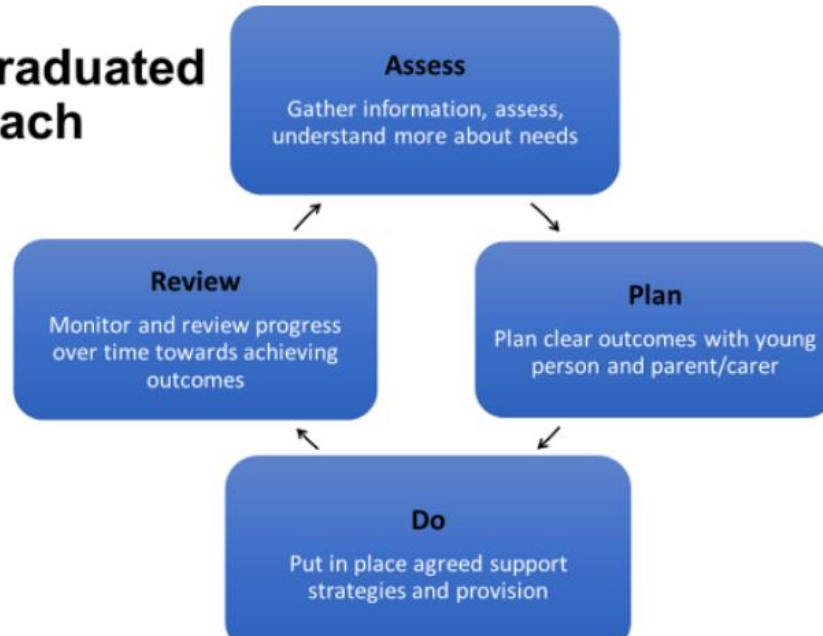
If your child needs more support with transition, we will arrange this in conjunction with his/her new school.

## 8. What will the school do to support my child?

Should your child require additional support, a programme will be decided with you, by the SENCo, and class teacher. We will agree on specific targets to work towards. We follow an 'Assess, Plan, Do and Review' (Graduated Approach) cycle which means we assess the child's individual need, plan appropriate interventions, complete the intervention and then review its effectiveness and if the child needs any further support.

The cycle works as follows:

## The Graduated Approach



### 9. Who will support my child in school?

Being a small school, the staff at Mareham take a team approach, with all staff supporting pupils' learning.

Your child will be supported by:

- The class teacher
- Additional adults (teaching assistants) working within class
- Volunteers who listen to children read or support in class - Additional agency support

### 10. How will the curriculum be matched to my child's needs?

Our curriculum is creative and has a practical element, enabling children of all abilities and needs to access the curriculum and to be both supported and challenged.

ICT is used across the curriculum to enhance learning opportunities.

Classroom layouts, including seating arrangements, displays and groupings of children support each child's individual needs.

All lessons use scaffolds (e.g. peer support, word banks, writing frames) and are differentiated to meet the needs of individual children, and where appropriate, additional adult support will be provided within class.

If your child needs support above and beyond what can be provided in class, additional individual or group intervention work will be offered. This can be with a teacher or a teaching assistant.

We have in school additional materials and interventions that we may use for children with SEND. We would use those already in school or use recommended programmes suggested by outside agencies. Any intervention will be reviewed after it has finished by monitoring progress and impact.

#### 11. What training and experience do staff have for the additional support my child needs

Teaching staff and teaching assistants have been trained in a number of interventions including precision teaching, power of 1, toe by toe, nesy, tier 1 autism awareness, team teach and we have staff trained in ELSA (Emotional Literacy Support Assistant).

We regularly audit and review staff training needs and provide relevant training to ensure all staff are equipped to deal with a diversity of needs and to develop the whole staff's understanding of SEND and effective strategies to use within class.

#### 12. How will my child be included in activities outside the classroom including school trips

We have various trips throughout the year, including trips related to current topics and other curriculum areas.

We ensure that we have enough adults on trips to enable all children to take part. Sometimes this means that we ask parents or other volunteers to help.

Other activities are adapted to meet the needs of all pupils so that they can participate in activities outside the classroom.

#### 13. What support will there be for my child's emotional and social well-being?

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.

We are an ELSA school which supports emotional literacy and we make use of a trained counsellor.

We work closely with outside agencies to support children with emotional and behavioural needs.

The school values, including rewards and sanctions, are used consistently to support children's behaviour.

We provide a safe environment for children and recognise that the well-being of all children includes physical, mental and emotional well-being as well as protection from abuse by training staff regularly in monitoring and reporting concerns.

14. Who else might be involved in supporting my child? Who else might be involved in supporting my child?

Depending on your child's need, outside support agencies may be asked to become involved, in order to support your child more fully. These include: Educational Psychologist, Specialist Teaching Service, Dyslexia support, Speech and Language Therapist, Working together team, BOSS (Behaviour outreach support), Physiotherapist, Healthy Minds and CAHMS (Child and Adolescent Mental Health Services), the Working Together team and Counsellors.

15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you are not satisfied with a decision or what is happening, your first point of contact is always the person responsible - this may be the class teacher, the SENCo or the Headteacher. Explain your concerns to them first.

Then, if you are not satisfied that your concern has been addressed, speak to the headteacher then ask for the school SEND Governors representative. If you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governors who can be contacted via the school.

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details are as follows: Lincolnshire County Council, Customer Feedback, PO Box 841, LINCOLN, LN1 1ZE Telephone: 01522 782060 or email: [feedback@lincolnshire.gov.uk](mailto:feedback@lincolnshire.gov.uk)

16. Local Authority SEND Offer:

Information is available on the school website <https://www.mareham.lincs.sch.uk/> or you can link directly to: <https://www.lincolnshire.gov.uk/send-local-offer>

All the above arrangements are also used for supporting children with SEND who are looked after by the local authority.