



[Martley CE Primary School Information Report](#)

For Children with Special Educational Needs and/or Disabilities (SEND)

Martley CE Primary School's Visions and Values

At Martley CE Primary School, our vision is that **everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.**

The vision is rooted in strong Christian tradition and based upon the following scripture:

John 13:34 *'A new command I give you: Love one another as I have loved you, so you must love one another'*.

God loves us all unconditionally and because of this, he bestows us with talents. No matter who you are, what you are and where you are from, we all have God-given talents. At Martley, as people who are loved by God with our own talents, we are here to nurture the talents of others in our school. We provide opportunities for individuals to flourish through a variety of outlets.

Woven within this vision lie our five core values, the **5 C's - Commitment, Creativity, Compassion, Co-operation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Martley CE Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for children with special educational needs and/or disabilities, as we do for all children in school. Martley Primary School aim to ensure that all pupils with special educational needs and disabilities (SEND) reach their full potential and are fully included within school life and make a successful transition to Key Stage 3.

Martley Primary School Information Report

[What is the SEN Information Report?](#)

All Worcestershire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and

are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen. The Special Educational Needs and Disabilities (SEND) Code of Practice, from the Children and Families Bill 2014, requires every school to produce an annual SEND Information Report. This report gives information about our school's offer to all pupils, and explains particularly how a child with Special Educational Needs is supported at our school.

Here at Martley CE Primary School we ensure that we meet the individual, learning needs of all our pupils through excellent teaching and learning, providing differentiated work and a personalised approach. We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through a broad and balanced curriculum.

Our SEND Information Report (SIR) must be displayed on the school's website and must be linked to the Local Authority's Report. The Local Authority Report for Worcestershire County Council is known as the 'Local Offer'. The purpose of the Local Offer is to provide clear and transparent information about the range of educational services and provision in the local area. For Worcestershire County Council the Local Offer is titled 'Ordinarily Available' (OA). To view Worcestershire's Local Offer [click here](#).

This document is intended to:

- Provide information regarding the ways in which we support our pupils, including those with SEND, to enable them to reach their full potential.
- The support services which are available for children with SEND who require additional short term support which is over and above that which we routinely provide (ordinarily available) in our school.
- Outline some of our strategies, skills and resources.
- Identify ways we support Parents of pupils with SEND

What are Special Educational Needs and Disabilities?

During a child or young person's school life, they may have a special educational need. The SEND Code of Practice 2014 defines SEND as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

A) Has a significantly greater difficulty in learning than the majority of others the same age, or

B) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational needs and provision can be considered as falling under four broad areas:

Area of Need	For example, a child or young person may:
Communication and interaction (C&I)	<ul style="list-style-type: none">- have speech, language & communication difficulties which make it difficult for them to make sense of language.- have speech, language and communication difficulties which make it difficult for them to be able to, and understand how to, communicate effectively and appropriately with others.- have diagnoses of ASC (Autistic Spectrum Condition), Aspergers, with associated communication difficulties.
Social, emotional and mental health (SEMH)	<ul style="list-style-type: none">- have difficulty managing their relationships with other people.- be withdrawn, or behave in ways that may hinder their and other children's learning.- behave in ways that have an impact on their health and wellbeing.- have difficulty understanding or regulating their emotions (e.g. anxiety, anger)- have a diagnosis of ADHD (Attention Deficit Hyperactivity Disorder).

<p>Sensory and/or physical(S/P)</p>	<ul style="list-style-type: none"> - have visual and/or hearing impairments. - have a physical need that means they must have additional ongoing support and equipment. - have difficulties with sensory processing. - be under-sensitive or over-sensitive in any of the 5 areas: proprioception, vestibular, auditory, oral sensory and tactile
<p>Cognition and learning (C&L)</p>	<ul style="list-style-type: none"> - learn at a slower pace than others their age. - have difficulty in understanding parts of the curriculum. - have difficulties with organisation and memory skills. - have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should initially speak to your child's class teacher.
- The class teacher will discuss these concerns with the SENDCO.
- If school feels your child needs further support to progress, you may be asked to come in to school to meet the SENDCO to discuss interventions and target setting.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?

The SENDCO: Mrs Smith

Her role and responsibilities are:

- managing the day-to-day operation of the policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- advising staff on a graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs



effectively;

- liaising with parents of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring records of all children with SEND up to date.

The Head Teacher: Mrs Cox

Her role and responsibilities are:

- to be responsible for the day to day management of all aspects of the school life including provision for children with SEND;
- to liaise with the SENDCO;
- to keep the Governing Body informed on the working of the policy;
- to ensure that all members of staff receive appropriate training.
- to ensure that all members of staff are fulfilling their statutory duties and responsibilities.
- to monitor the provision of children with special educational needs.

Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where

pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Additional roles of the teacher include:

- to be fully aware of the contents of this policy;
- to be responsible for raising concerns about individual children with the SENDCO;
- to be responsible for writing and implementing IPMs for children with SEND in their class;
- to work closely with children with SEND, providing increased differentiation, monitoring and reviewing of the child's progress;
- to ensure the appropriate provision and interventions are in place and that they are regularly recorded and reviewed to measure impact;
- to consult with the child's parents/guardians as appropriate; this includes meeting termly to review IPM targets and set new targets.
- to liaise with the SENDCO and external agencies as appropriate; actioning recommended provision.
- to attend relevant SEND training.
- to keep SEND records up to date and ensuring copies of any correspondence are kept electronically and securely on Teams.
- to maintain a SEND friendly classroom and working space inclusive to all learners;

Teaching Assistants' role and responsibilities are:

- to give additional support to individual pupils and/or groups of pupils with SEND;
- to assist in the delivery and assessment of agreed targets for pupils with SEND;
- to assist with the physical needs of pupils with a physical disability;

- to liaise with class teachers, external agencies and the SENDCo;
- to attend review meetings or contribute in writing when requested by SENDCo or class teacher to assist in communicating with progress demonstrated;

SEND Governor: Mrs Montgomery

Her role and responsibilities are:

- to fulfil her statutory duties towards pupils with SEND as prescribed in the Code of Practice;
- to monitor the appropriate staffing and funding arrangements;
- in conjunction with the Curriculum and Standards Committee, to determine the school's general policy and approach to SEND provision in line with school management;
- to monitor the overall work of the school in regard to SEND as a governor;
- to review and evaluate the SEND policy;
- to ensure that the necessary provision is made for any pupil who has SEND.

Who's Who?

Click on the link to see our Who's Who Section on our School Website:

<https://www.martleyceprimaryschool.co.uk/page/?title=Our+Staff&pid=20>

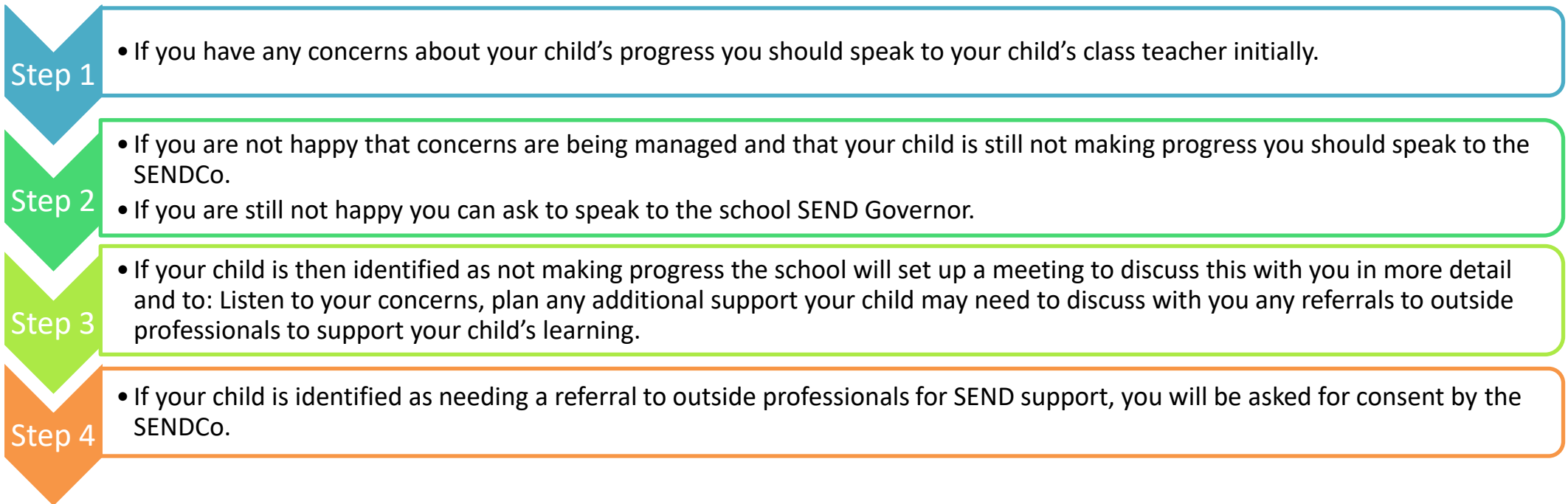
How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO.
- Parents will be informed at Parents evenings or might be invited in by the class teacher or SENDCO for a meeting.
- If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more

detail.

- To listen to any concerns you may have too
- To plan any additional support your child may receive
- To discuss with you any referrals to outside professionals to support your child's learning
- For those pupils on the SEND register, Parents are invited in each term to review their child's individual provision map

[How do I communicate any concerns about my child?](#)



We firmly believe that your role and your involvement in the provision are vital.

As a school we believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, in the first instance concerns should be raised with the class teacher. If a satisfactory outcome is

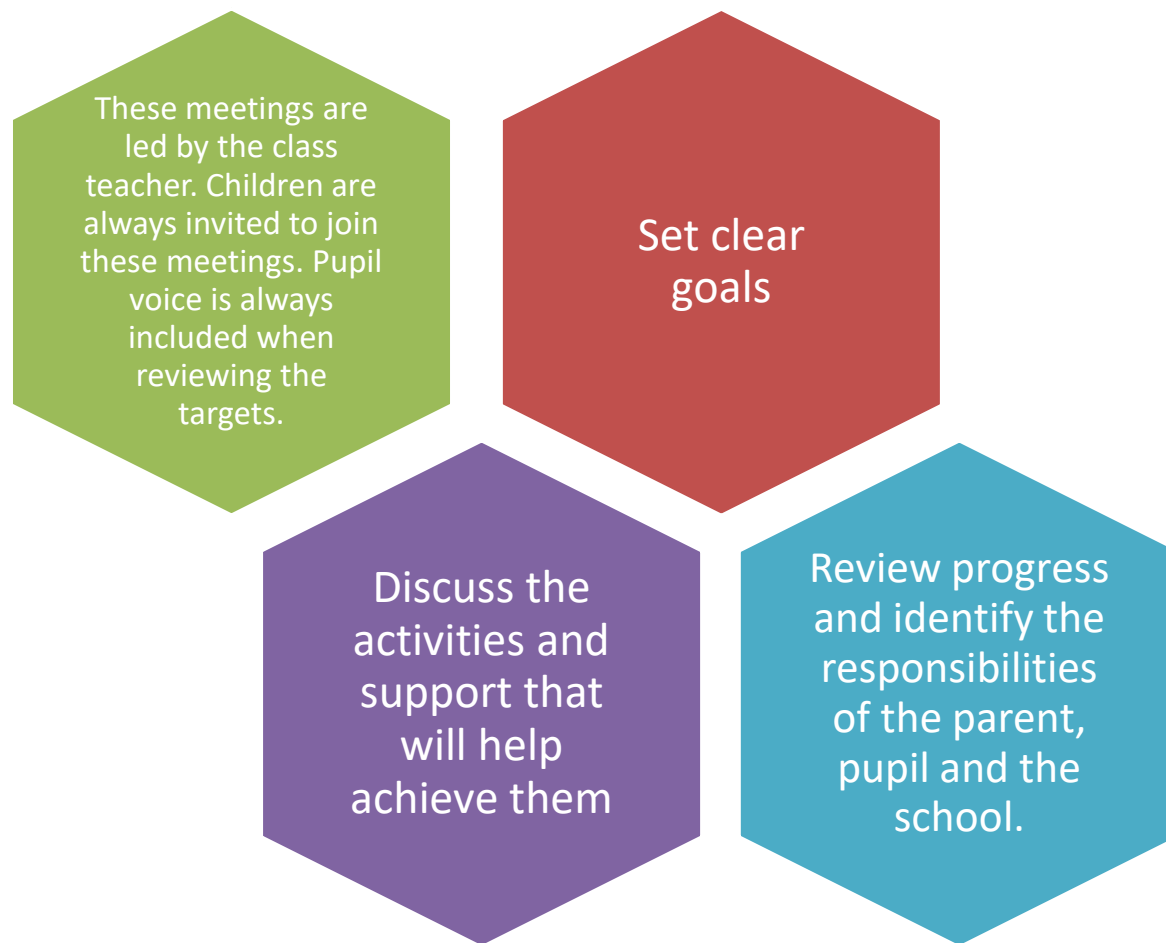
not achieved an appointment can be made by parents/carers to speak to the SENDCo or Head Teacher, who will discuss the issue and make every effort to resolve the problem. In extreme cases the parent may be referred to the LA. A parent can also be directed towards Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS 01384 817373).

[How could my child get help in school?](#)

Children will have tailored support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who visit from outside agencies.

When your child is placed on the SEND register you will have **three meetings** throughout the year with your child's class teacher



You will work together to:

What arrangements are there for consulting pupils and involving them in their education?

As discussed, where progress continues to be less than expected the SENDCo will invite parents/carers in to discuss the next steps in order to further assess the young person. Following this the SENDCo or class teacher will meet with the child to complete their plan. This will include the child's thoughts on their strengths and weaknesses and suggestions for targets to work towards.

Depending on their age, pupils with an Education, Health and Care Plan are invited to submit their views in writing as part of their

annual review.

What are the different types of support available for children with SEND in this school?

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.

Wave 1

Wave 1 is described as 'inclusive quality first teaching for all' and takes into account the learning needs of all pupils in the classroom. It covers high-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted to all pupils' needs and prior learning.

Who can get this kind of support?

This is what every child receives at Martley primary School including those pupils with SEND.

What would this mean for your child?

- Teachers have high expectations for your child and all pupils in their class.
- Quality First Teaching is provided for all pupils.
- All teaching is based upon building on and extending children's prior knowledge.
- Using different teaching approaches to suit all learning styles including kinesthetic, auditory or visual learners.
- Putting in place specific strategies (which may be suggested by the SENDCO or outside agencies) to support your child to learn.
- For example the use of a visual timetable or visual prompts to look and listen.
- Children's work is differentiated to suit your child's ability and needs.
- Children are given the opportunity to self and peer assess.
- Whole-class provision map.
- Teacher's regularly give children feedback about their work using 'green for great' and 'pink for think' marking.

- Children regularly review and edit their work using a purple polishing pen.
- Children have access to a wide variety of resources to support their learning. E.g. the use of an IWB in every classroom.
- TA's are in class to support your child's learning in small groups.
- Children have opportunities to attend a variety of trips and a residential trip in Year 5/6.
- When children require specialist equipment including a pencil grip or coloured overlay, these resources are available in every classroom.
- Children are supported socially and emotionally through regular circle time and PSHE.
- All children's work is celebrated and praised during class time and in praise assembly every Friday.
- Visual timers e.g. Sand timers, IWB stop clock etc.
- Clear classroom rules, sanctions and rewards systems in place.
- Quiet Areas/ time out areas as needed within classrooms for specific learners.
- Coloured backgrounds are used on IWBs to ensure it is accessible to children with dyslexia or dyslexic tendencies
- Variety of groupings within the class teaching e.g – ability, mixed ability, support pairing, gender etc.
- Use of accessible learning objectives and success criteria.
- Measurable and achievable target setting.
- Challenge and modelling within classrooms to develop learning.
- Visual and physical resources available for support e.g. Number lines, 100 squares, alphabet strips, dictionaries, word banks etc.
- Visual supports within the classrooms both whole class and/or individually/groups where needed e.g. Visual timetables, individual task management boards outlining 'Now and Next'

Wave 2

- Wave 2 is Wave 1 plus additional and time-limited interventions provided for some children who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily SEND interventions.

Who can get this kind of support?

Any child who has specific gaps in their understanding of a subject/area of learning. Some children on the SEND register might receive intervention at Wave 2.

What would this mean for your child?

- Timely interventions based on the child's specific needs/gaps.
Interventions available are:
- Numicon: A kinaesthetic Maths intervention aimed primarily at KS1 pupils.
- Rapid Read: A levelled reading programme completed using books and on the computer aimed at KS2 pupils.
- Additional handwriting practice
- Precision teaching: a style of teaching and assessment from the learning support team.
- Post and pre-teaching
- Extra reading and comprehension practice
- Social skill groups – Talkabout intervention
- Language For Thinking
- Emotion coaching strategies
- Phonic based interventions
- Smart Moves Programme for gross motor skills
- Fine motor skill programme and provision – Jimbo Fun, Dough Disco, Finger Gym
- Use of Social stories where required.
- Daily access to small group teaching for Literacy and Numeracy.

Wave 3

Wave 3 describes additional targeted provision for a minority of children where it is necessary to provide highly-tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions. Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.

Who can get this kind of support?

Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

What would this mean for your child?

Your child will have been identified by the class teacher/SENDCO as needing more specialist input than what is offered at wave 1 and 2.

Strategies at Wave 3:

- Specialist teacher advice
- Individual provision maps
- Children and parent/carer involved in target setting and review of individual targets
- 1:1 adult support to access the curriculum for over 20 hours per week
- Assessment and support programmes from external agencies eg. SALT, CAMHS, LST.
- Timetabled access to support with flexible teaching arrangements to meet the needs of the individual child.
- Timetable allows for reduced option to support learning.
- Access to one to one sessions with our school Family Support worker where appropriate.
- Pastoral Support Plan (PSP)
- Access to alternative provision whilst continuing on school role eg. Short stay facilities.
- Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups
- Alternative methods of recording provided eg. Laptop, scribe, signing etc.
- Planned and unplanned strategic withdrawal from class for skills based learning with HLTA/TA/Class teacher

Additional supervision at playtimes and lunchtimes where necessary.

Wave 4

Specified Individual support

There may be some children with more complex needs that need additional support, above what is provided at SEND Support. The school, Parents/Carers or professionals may suggest that Worcestershire County Council carries out a needs assessment called an Education Health and Care Assessment or EHC assessment with a child. During the EHC assessment, the Council will expect to see evidence of the action taken by the school as part of the graduated response of SEND support.

Education, Health and Care Plans have replaced Statements of Special Educational Needs and Learning Difficulty Assessments. The Plan is put together by professionals in education, health and social care to make sure children with SEND have a package of support to help them through to adulthood (until they are 25).

Who can get this kind of support?

Children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

What would this mean for your child?

- The school or Parents can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Worcestershire Local Offer.
- An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet these needs. If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times.
- Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years.
- Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision. EHC Plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months.

What happens when a child is identified as needing SEND support?

A four part cycle, known as the **graduated approach** is used to ensure children identified as needing SEND support make good progress. The graduated approach starts at whole-school level as teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children, but where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.



The Graduated Approach

Assess

In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs; this is done through gathering on-going, day-to-day assessments to make judgements about the progress a child is making. A clear understanding of a child's needs is a critical to plan effectively, determine appropriate provision and make adjustments to teaching that will lead to good progress and improved outcomes for pupils.

Where concerns about a child's progress continue, despite making adaptations to teaching, further discussions will be sought with the child and their Parents. On occasions, a child may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate.

This could include:

- Standardised reading, spelling or mathematics tests.
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

Plan

The 'plan' stage involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning should involve the child, Parents and staff from the school who know the child well (class teacher, teaching assistant and SENDCO). Where other professionals are working with the child, they should also contribute to planning.

The initial step of the planning process includes agreeing specific targets in order to focus attention on key areas; the targets should aim to support the child to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used.

This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.
-

A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified. This will be set out in a document known as an **Individual Provision Map (IPM)**.

Do

In the ‘do’ stage of the graduated approach, the teacher, SENDCO and teaching assistants are responsible for making sure the child’s needs are being met through high quality teaching, and that targeted interventions are taking place regularly and effectively. Work taking place during targeted provisions should be fed back to the class teacher and recorded where necessary to enable effective reviewing at the next stage.

Review

In the ‘review’ stage of the graduated approach, targeted provision and adaptations to high-quality teaching, (as outlined on the child’s Individual Provision Map) will be reviewed to reveal impact.

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review stage shows a child has made really good progress, this may mean they no longer require the additional provision made through SEND support. If this is the case, the child is likely to be taken off the SEND register and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.

[What support do we have for you as a parent of child with an SEND?](#)

- We like to ensure close communication between school and home to ensure you understand what provision is in place for your child and how you can support your child at home.
- The class teacher or SENDCO are available to meet with you to discuss your child's progress or any concerns/worries you may have, appointments can be made via the school office.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- If your child is on the SEND register, you will be invited to meet with the SENDCO once a term to discuss interventions and target setting.
- Parents evenings where you will have the opportunity to discuss progress with your child's class teacher happen during the Autumn and Spring term.
- Information fact sheets for Parents can be downloaded from the following website: <http://www.hwsendiass.co.uk/>

How are Parents/Carers involved in the Assess, Plan, Do, Review process?

The involvement of Parents in the cycle is of paramount importance; school and home should be working in partnership to ensure the best outcomes for the child. We acknowledge and draw on parental knowledge and expertise as you know your child best.

In the initial **assess** stage, any concerns a teacher or the SENDCO has will always be discussed with the Parents/Carers as a first step. Action based on these concerns will not be taken before any discussions have taken place. The class teacher, alongside the SENDCO may call a meeting to discuss any concerns, or this may be discussed at Parents' Evening. Parents/Carers and the school will then decide together the next step, whether this is to continue with assessments, **plan** additional support based on assessments already completed, or involve outside agencies.

If external agencies are involved, Parents/Carers will always be given an opportunity to meet the professional and will be given a copy of any reports produced. Following the receipt of professional advice, Parents/Carers and the school may then meet again to **plan** additional provision based on the recommendations received. All additional provision planned will be added to the child's Individual Provision Map (IPM).

There will be 2 Parents' Evenings across the academic year, which provide the opportunity for Parents/Carers to meet with the class teacher to discuss how the provision is being implemented and the impact this is having. The child's IPM will be shared with Parents/Carers, which details the additional support that is in place.

During the **review** stage, Parents/Carers will be invited in to review the impact of the provision detailed on the child's IPM and create new targets based on progress made. Class teachers and the SENDCO arrange these separate meetings at the end of Autumn, Spring and Summer term to discuss progress. In addition to this Parents/Carers may wish to meet with class teachers to discuss any concerns or discuss progress at any point in the year. Please speak directly to the class teacher or phone the main office to arrange this.

How is the child involved in the Assess, Plan, Do, Review process?

The child is always at the centre of every part of the assess, plan, do, review process and their needs, aspirations and suggestions will shine throughout. During the **assess** stage, the child's view will hold first importance; we endeavour to gain their view on what works best, what barriers there may be and what their goals are. The child's views, in combination with the views of Parents/Carers and school staff, will form the basis for the appropriate assessments to be carried out.

During the **plan** phase the Individual Provision Map (IPM) will be created, which the child will be invited to contribute to. The outlined provision will then be implemented and the child's views throughout will be taken into account. During the **review** phase the child (age appropriate) will be invited to discuss their progress and review the current targets.

Which specialists may be part of the Assess, Plan, Do, Review process?

As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:

- Behaviour Support Team and Learning Support Team

- Health services including: GPs, CAMHS, Clinical Psychologist, Paediatricians, Speech and Language Therapists, Occupational and Physiotherapists
- Children's Services including: Early Help teams, Social Workers, Educational Psychologists and Specialist Advisory Teachers
- Mentor Link
- Complex Communication Needs Team
- Reach 4 Wellbeing Team
- Chadsgrove School Support Services

How will the curriculum be differentiated for my child?

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a range of different levels of work set for the class, however on occasion this might be individually differentiated.

Children with SEND will be provided with relevant resources, support time and an individualised learning programme to support their specific needs. Adaptations may also be made to the learning environment where needed, in order to help fit the needs of some children. The class teacher will work closely alongside the SENDCO to ensure all aspects of the curriculum are accessible for every child. The topic/curriculum plans are available to Parents on the school website, alongside ideas for how Parents can support their child's learning outside of school.

How will children with additional needs be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with Parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of extra-curricular clubs are provided after school. We aim for these to be as inclusive as possible.

Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis, and individual provision made to support individual needs where this would benefit the child.

How does our school make special arrangements for looked after Children (CLA) with SEND?

- We have an allocated Designated Teacher for looked-after children as well as a SENDCO, and where these roles are carried out by different individuals they work closely together to ensure relevant school staff fully understand the implications of a child both being looked after and having SEND.
- We consult with the virtual school – Head Teacher, SENDCO and Designated Teacher as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child.
- We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.

How is the effectiveness of the provision made for children and young people with SEND evaluated?

- Through regular monitoring of all children with SEND, to ensure that academic progress is being made against National/Age Related Expectations (ARE) and that the gap is narrowing between them and their peers.
- By reviewing the children's targets on their IPM's and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND Register when they have made sufficient progress – Parents will always be informed if this has taken place.
- Through regular monitoring of interventions to ensure they are making an impact.

- Regular learning walks are completed to ensure there is a whole-school approach to supporting children with additional needs.
- The SENDCO reports to the Head Teacher and Governors to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND meets every half term with the SENDCO. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

[How will the school prepare and support my child when joining the school, or transferring to a new school?](#)

We encourage all new children to visit the school before they start attending Martley. For children starting in Reception, the Head teacher and Early Years Teacher hold a meeting for Parents in the summer term before their children attend.

The Reception Class Teacher visits all the children's previous nursery or school settings in order to help children, Parents and staff to get to know each other, establish routines and have a fuller picture of the child.

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed at the earliest point to ensure support is planned appropriately. We can create 'social stories' with/for children if transition is likely to prove challenging.

If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools. Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

At any point where a child with SEND is preparing to leave our school, we can arrange additional visits for the child to the next

school to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition and we welcome and participate fully in these opportunities. We work Chantry School to organise smooth transitions for Year 6 children.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Worcestershire County Council includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Behaviour and Attendance

The behaviour of pupils in school has a real impact on children's education and achievement. It is sometimes more difficult for school staff to develop positive relationships in school with children who have SEND or additional needs, such as those with speech and language difficulties, autistic spectrum disorders and /or social, emotional and behavioural difficulties. For these children it is very important that school staff work with Parents and professionals to identify and meet children's needs so that difficulties in communication, learning and behaviour can be addressed without delay. It is especially important for schools to prevent behavioural difficulties through the use of agreed policies, teaching and learning approaches and supportive action.

The school has adopted behaviour and exclusion policies. If a child has significant behaviour difficulties, a Pastoral Support Plan (PSP) is drawn up in collaboration with school staff, Parents, and where appropriate, external professionals to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons for the behaviour.

The school works closely with the Behaviour Support Team who provide training as deemed appropriate e.g. Team Teach. In some instances, the school may draw on additional resource provision e.g. the local Pupil Referral Unit Perryfields.

The school has adopted an Attendance policy which is available on the school website. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Service, and /or the Education Investigation Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the class rewards, termly rewards and the presentation of certificates.

Behaviour and Exclusions are overseen by The Senior Leadership Team. Only the Head teacher can make the decision to exclude.

Pastoral Support

Martley is an inclusive Trauma Informed school that prioritises every child's emotional and spiritual development. The class teacher has overall daily responsibility for the pastoral (well-being), medical and social care of every child in their class; should they have any concerns, Parents will be informed and additional support may be implemented.

Our wellbeing team includes:

Mrs Cox : Senior Mental Health Lead

Her role:

- Creating a culture that values mental health.
- Identifying needs and assessing the impact of interventions.
- Providing targeted support and making appropriate referrals.
- Upskilling staff and supporting their own wellbeing.
- Promoting mental health throughout the curriculum.

Mrs Garness: Trauma Informed School Practitioner

Her role:

- Relating to children and young people in ways that alleviate their suffering, support their learning, and make them feel cared for and appreciated.
- Knowing how to respond to children who are in distress/ stress states in ways that help them to emotionally regulate, feel psychologically safe and develop the capacity to handle stress well over time.
- Relating with children in ways that enhance their self-esteem, confidence, and feelings of psychological safety.
- Listening and empathising when children want to talk about painful issues and help them reflect and resolve.
- Having an understanding of what it's like for a child or teenager to suffer from specific mental health problem (e.g., depression/ anxiety and feel confident in offering them accurate empathy, understanding and key psychoeducation without inferring meaning.
- Having an in-depth understanding of the long-term impact of specific adverse childhood experiences and how to enable the child or teenager to work through feelings of anger and traumatic loss.

Mrs Smith: Mental Health First Aid

Her role:

- Spotting the early signs and symptoms of mental ill-health
- Starting a supportive conversation with a person who may be experiencing a mental health issue or emotional distress
- Listening to the person non-judgementally
- Assessing the risk of suicide or self-harm
- Encouraging the person to access appropriate professional support or self-help strategies

Any additional staff working with children requiring support during the school day will work under the direction of the SENDCO and Designated Safeguarding Lead, Mrs Cox.

[What facilities does school provide to support disability needs?](#)

- To ensure the physical environment of the school is inclusive, governors are committed to reviewing the physical environment provision annually, in general, and in particular when needs are identified, in order to increase the extent to which disabled children can take advantage of education and associated services. If an application is made for a place at Martley, by a parent with a child with a physical or sensory impairment, then the school is able to access the expertise of LA personnel to facilitate this.
- We have wheel chair friendly access.
- It is also using an increasing diversity of equipment, material and consumables, including ICT, for increasing access to the curriculum for disabled children.
- The school has accessible toilet facilities.

Who pays for the provision?

The school budget, received from central government, includes money for supporting children with SEND. The Head teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the School Governors, on the basis of the needs in school. The Head teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

Who can I contact for further information?

General information relating to SEND can be found within the SEND policy. This can be found on the policy page of the school website.

For more specific queries, you should discuss matters with your child's class teacher in the first instance. It may then be appropriate to discuss further with the SENDCO.

Should you be unhappy about the provision in school, please refer to the school's complaints policy which is available on the policy page of the school website.

Who should I contact if I would like my child to join the school?

As this is a local authority maintained school, Parents should approach School Admissions Worcestershire or contact the school office or email office@martley-pri.worcs.sch.uk

Useful Websites For Parents

Worcestershire Local Offer:

[SEND Local Offer | Worcestershire County Council](#)

Worcestershire Childrens First Advice and Guidance

[What is SEND? | Worcestershire County Council](#)

Special Educational Needs and Disabilities Information Advice and Support Service

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

Special Needs Jungle – General Information

<https://specialneedsjungle.com/>

Autism Trust

<https://www.theautismtrust.org.uk/>

Worcestershire Speech and Language

<https://www.hacw.nhs.uk/childrenslt/>

Social Emotional Mental Health

[Mental health facts and statistics - Mind](#)

Policy Reviewed and Updated in October 2024	Reviewed by <ul style="list-style-type: none">• The Governing Body• SEND Governor – Linda Nicklin• Head teacher – Lucy Cox• SENDCo – Sophie Smith• TIS Practitioner – Trish Garness• Staff
Policy to next be reviewed in October 2025	