

Marlpool Infant School is a mainstream school that is maintained by the Local Authority (LA), Derbyshire County Council. We have a clear approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The LA Local Offer

The `*Children and Families Bill*' states that from 1st September 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This information is published in the LA's `Local Offer' and in the schools SEN Information Report.

The intention of the `Local Offer' is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision available in the local area.

Derbyshire County Councils `Local Offer' can be found at www.derbyshiresendlocaloffer.org . Here you will find information about a range of services and support available for children and young people with special educational needs and/or disabilities (SEND)

The School SEN Information Report

What can we at Marlpool Infant School offer you?

At Marlpool Infant School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN 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:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or 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.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN".

Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This

does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Special Educational Needs and provision are considered within four broad areas. These `areas of need' are:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health Difficulties, and
- Sensory and/ or Physical Needs.

The questions and answers below will provide you with more information about the 'Local Offer' from Marlpool Infant School and how we can support your child.

WHO ARE THE BEST PEOPLE TO TALK TO IN SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)?

Your child's class teacher who is responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), based on smaller, specific and measurable steps, sharing and reviewing these with parents at least termly and planning for the next term.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs Beeston who is responsible for

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the provision for children with special educational needs or disabilities (SEND)
- Ensuring that you as parents / carers are, involved in supporting your child's learning, kept informed about the support your child is getting and that you are involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating and maintaining the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept up to date.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Liaising and working closely with the SENCO from our federated school.

Mrs Beeston will be on Maternity Leave from September 2026 until April 2027. During this period Mrs Taberner will be undertaking the role of SENCO.

The Headteacher (Mrs Thorpe) is responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.
- Putting in place arrangements to ensure that parents are regularly engaged in discussions about the progress of their child (at least 3 times a year)

- Ensuring a process is in place for involving parents and young people in reviewing provision and planning for those pupils already on the SEN register and for any newly identified pupils with SEN

The SEN Governor is responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Ensuring that the school's website contains the statutory required materials and admission arrangements in regard to SEND
- Ensure that arrangements are in place in school to support pupils with medical needs.

School contact telephone number: 01773 717647

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEND IN OUR SCHOOL?

- Class teacher input, via excellent targeted classroom teaching known as Quality First Teaching. For your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class.
- all teaching is built on what your child already knows, can do and can understand.
- different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

- Specific group/ individual work. These interventions could be run within the classroom or an alternative quiet setting with a teaching assistant or an outside professional.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Group/ individual sessions will be planned for your child with areas of development identified to help your child make more progress.
- A teaching assistant or outside professional will run these sessions using the teacher's plans.

- Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means your child has been identified by the class teacher and or SENCO as needing more specialist support in school instead of or in addition to the excellent classroom teaching and interventions groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forwards.
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist, Medical Professional or Educational Psychologist etc. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- It may be suggested that your child needs some agreed individual support in school. During open discussions with you as parents/ carers we will ensure that you are made fully aware of how the support will be used and what strategies will be put in place.

- Specified Individual Support

  This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching which cannot be provided from the budget available in school. Usually at this stage your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as Education Psychology or NHS agencies such as the Speech and Language Therapy (SALT) Service.

  For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process and you can find out more details about this on the 'Local Offer' website.
- After the request has been made to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to require a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the LA will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- Additional adult hours may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

HOW CAN I LET THE SCHOOL KNOW THAT I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. At Marlpool Infant School we pride ourselves on being approachable and operate an open door policy. If we cannot see you immediately then a mutually convenient appointment will be made to discuss your concerns.
If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Co-ordinator (SENCO).
The school SEN Governor can also be contacted for support, via the school office.

HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE CONCERNS ABOUT MY CHILD'S LEARNING IN SCHOOL?

When a teacher has raised a concern about your child's progress, and targeted teaching has not met your child's needs, the teacher must raise their concerns with the SENCO. At Marlpool there are half termly assessments and subsequent pupil progress meetings held between the staff and the SENCO/Head to ensure that all children are making good progress. 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, for example;
- 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 needed to support your child's learning.

HOW IS EXTRA SUPPORT ALLOCATED TO CHILDREN AND HOW DO THEY PROGRESS IN THEIR LEARNING?

The school budget, received from the LA, includes money for supporting children with SEN.
The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
The Headteacher / SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.
The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEND IN THIS SCHOOL?

School provision

- All Teachers are responsible for teaching SEND groups/individuals within their class.
- All Teaching Assistants work with either individual children or small groups.
- Teaching Assistants offer support for children with emotional and social development through planned individual or small group work
- Children with an EHC plan may have a named teaching assistant that works with them to help to meet their needs and objectives as outlined in their plan.

Local Authority Provision that may be drawn upon and delivered in school

- Educational Psychology Service
- Inclusion Service
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Health Provision that may be drawn upon and delivered in school
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse and or Health Visitors
- Paediatricians
- Occupational Therapy
- Physiotherapy
- CAMHs

HOW ARE THE TEACHERS IN SCHOOL SUPPORTED TO WORK WITH CHILDREN WITH SEND, AND WHAT TRAINING DO THE TEACHERS HAVE?

The SENCO's role is to support the class teacher in co-ordinating provision for children with SEND.
The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties when available and appropriate.
Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

HOW DO WE TEACH PUPILS WITH SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
Teaching Assistants, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
Specific resources and strategies will be used to support your child individually and in groups.
Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
Specific strategies and or recommendations may be made within a child's EHC plan. These will be implemented and reviewed as part of the review cycle.

HOW WILL THE SCHOOL CONSULT WITH MY CHILD AND INVOLVE THEM IN THEIR EDUCATION?

As part of our school approach to teaching and learning for all pupils, we discuss with our children their progress and how well they are doing through ongoing verbal and written feedback which includes comments in their books. The children are always at the centre of what we do and are encouraged to share their successes, achievements and favourite moments at all review meetings, this may be presented in a variety of ways according to their needs and abilities.

HOW DO WE ASSESS AND REVIEW THE PROGRESS OF OUR PUPILS WITH SEND?

- Your child's progress will be continually monitored by his/her class teacher to ensure that your child is making good progress within their individual and group work.
- His/her progress will be reviewed formally with the Headteacher/SENCO every term in reading, writing and numeracy.
- For children entering KS1 we have the ability to use a more sensitive assessment tool, which shows children's attainment in more detail – breaking learning down into smaller steps).
- Children may have an IEP (Individual Education Plan) based on targets set by outside agencies that is specifically related to their needs. Targets set will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the Head/ SENCO to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- When appropriate Standardised Tests which give a score that can be compared to Age Related Data may be used.

WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF A CHILD WITH SEND?

- Class teachers are regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The Head/ SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets (IEPs) will be reviewed with your involvement every term.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

HOW IS MARPOOL INFANT SCHOOL ACCESSIBLE TO CHILDREN WITH SEND?

We ensure that equipment used is accessible to all children regardless of their needs. Keywords, visual timetables, visual overlays and a range of practical resources are used across the school to support learning.
The school itself is situated on a sloping site with most access via ramps, there are small lips to the main entrance doorways and a small step within the cloakroom area. Support is available or can be made available to support access and mobility.
After-school clubs and Extra Curricular activities organised by the school are accessible and available to all children, including those with SEND.

HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE JOINING THIS SCHOOL, LEAVING THIS SCHOOL, OR MOVING ON TO ANOTHER SCHOOL?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is a smooth as possible.
If your child is joining us from another school:

- The EYFS teachers will visit pre-schools and when appropriate visits from the head/ SENCO are arranged.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher. In such a small school we pride ourselves on the relationships that we are able to build with all children across the school.

HOW WILL WE SUPPORT YOUR CHILD'S EMOTIONAL AND SOCIAL DEVELOPMENT?

We recognise that some children have additional emotional and social difficulties that need to be developed, improved and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.
All classes follow a structured PSHE (Personal, Social, Health end Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we are able to offer small group or individual structured support. If your child still needs extra support, with your permission the SENCO will explore options available for further support or guidance.

For further information or to arrange an appointment to speak to the SENCO please contact the school office on 01773 717647.

This policy is reviewed annually. Next review July 2027