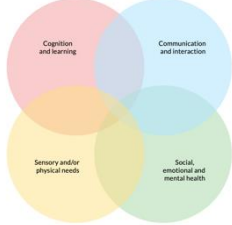
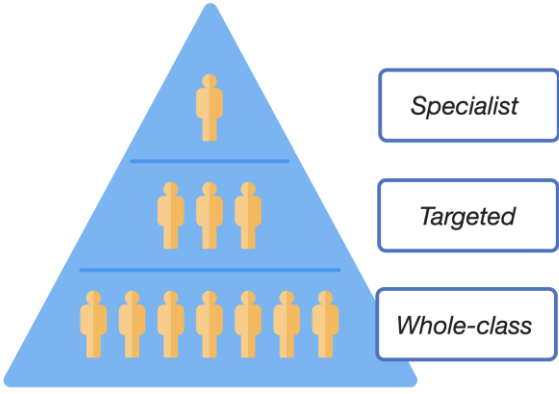
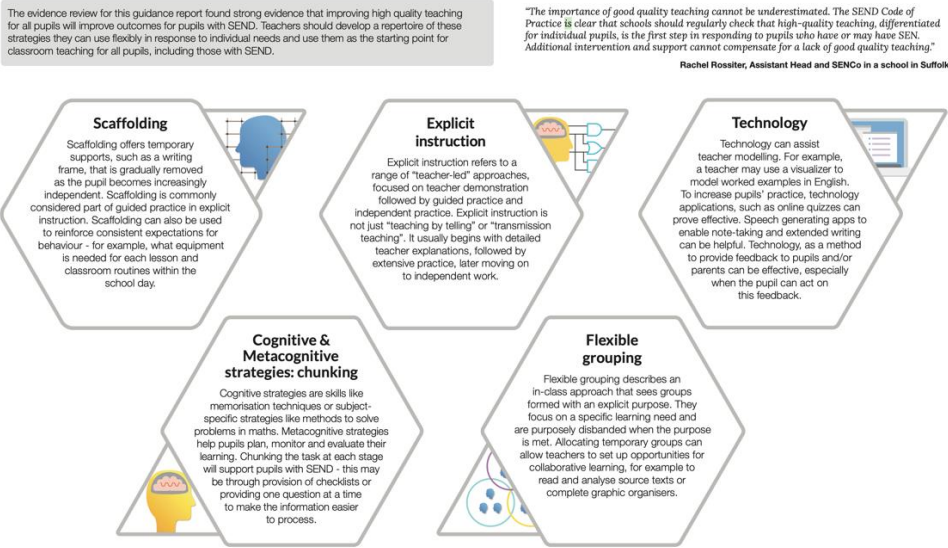


SEND Information Report

Marshside Primary School is a one-form entry, maintained community school. Pupils are aged 4 – 11 years. Our aim is for all pupils to feel valued, included and enabled to thrive. We embrace diversity and recognise the rights of all pupils to high quality educational experiences.

Key Information	
School SENDCo	Emma Brindle Contact details: brindlelee@marshside.sefton.school
Link Governor	Wendy Cheetham Contact details: cheethamw@marshside.sefton.school
Our Approach	At Marshside we have worked to develop and grow the Marshside Curriculum to best meet the needs of our pupils as individuals. Our aim is for all pupils to feel valued, included and enabled to thrive. We embrace diversity and recognise the rights of all pupils to high quality educational experiences. Pupils are encouraged to work to the best of their ability and to take responsibility for their own learning. As teachers we adapt learning opportunities to ensure that all children can access and enjoy their lessons, make progress and experience success within their learning. Where possible we aim to incorporate are unique setting into learning opportunities so pupils are better able to understand the real world value of education.
Four areas of SEND need at Marshside	<ul style="list-style-type: none"> • Communication and Interaction <ul style="list-style-type: none"> ◦ Speech, Language and Communication Needs ◦ Autism • Cognition and Learning <ul style="list-style-type: none"> ◦ Moderate Learning Difficulties ◦ Severe Learning Difficulties ◦ Profound and Multiple Learning Difficulties ◦ Specific Learning Difficulties (Dyslexia, Dyscalculia) • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs <ul style="list-style-type: none"> ◦ Hearing Impairment ◦ Visual Impairment ◦ Multi-sensory Impairment ◦ Physical Disability 
Supporting children's needs	Most children at Marshside will be able to learn and make progress within the whole-class environment. Occasionally some children may need some additional intensive support or intervention to help them to make progress, this is flexible and will be needed by different children at different times. If children fail to progress despite good quality first teaching and additional intervention they may be referred for specialist support.

	 <p>Specialist support. In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional.</p> <p>Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.</p> <p>Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?</p>
Identifying additional needs	<p>Children are identified in a variety of ways:</p> <ul style="list-style-type: none"> • Information passed on from parents, carers, previous schools or Social Care. • Concerns raised by the teacher, parent/carer or the child themselves. • Limited progress being made despite intervention. • There is a change in the child's behaviour, attitude or progress. • In response to additional assessments or recommendations from external agencies. <p>For further information please see the SEND policy.</p>
Additional and Different Provision	<p>The graduated approach of assess, plan, do and review is followed to identify pupils' needs and implement interventions and resources to provide targeted support. A SEND support plan will be completed for any child on the SEND register. This will be completed in conjunction with the child and shared with parents. If a child has medical needs a care plan or access plan will be put in place, working in conjunction with the relevant professionals.</p> <p>Assess: As a school, we continually analyse and reflect on pupil's needs drawing on teacher assessments and experiences of the pupil and their previous progress and attainment. BSquared data tracking software is used to track the progress of all children on the SEND list. Any concerns by parents are listened to and acted upon as necessary. Assessments are reviewed every half term.</p> <p>Plan: Planning takes place between Class Teacher, SENCO and Senior Leadership Team (SLT) as required. Parents are informed if a child is being provided with SEN support. Interventions are planned specifically for individual children, this will include expected impact and outcomes and a review date.</p> <p>Do: The school's SENCO supports the class teacher, advising on the effective implementation of support. The class teacher remains responsible for working with the child and overseeing interventions and group work.</p> <p>Review: Reviews are carried out termly with class teachers and parents. Reviews also take place during pupil progress reviews each half term with class teacher, SENCO and SLT. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school. These reviews are arranged at school and are part of the SENCO role. When we review we evaluate the impact and quality of the support being given and take into account the views of the parents and pupils. These reviews allow us to plan next steps for individual children.</p>

Tracking progress	<p>Progress for children with identified SEND needs is tracked using BSquared Progression Steps. Targets are identified and reviewed termly, overall progress is monitored against baseline data.</p> <p>Where appropriate children with SEND will also take part in whole school assessments such as Phonics screening and SATs.</p>
Transitions	<p>All children starting at Marshside are encouraged to visit the school, our Reception teachers and SENCo where appropriate visit new starters at home and nursery.</p> <p>All children take part in visits organised by their chosen Secondary school. We work with the Local Authority and Secondary provisions to identify any children who will need an enhanced Secondary transition.</p> <p>The SENCo liaises with other settings when children transfer schools to ensure that all relevant information is shared.</p>
Classroom Provision	<p>Teacher's plan for the five effective quality first strategies identified in the Education Endowment Foundation guidance on SEND:</p> <p>SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS High-quality teaching for pupils with SEND</p>  <p>The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.</p> <p><i>"The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."</i> Rachel Rossiter, Assistant Head and SENCo in a school in Suffolk</p> <p>All children with identified SEND needs will be primarily taught in the classroom with their peer group. Teaching strategies are adapted to meet the needs of different cohorts of children. Work will be adapted to meet the needs of different children. Additional resources will be provided to support children as identified in their SEND Support plan.</p>

Additional Intervention	The following interventions are provided across school:		
	Communication and Language		
	EYFS	KS1	KS2
	<ul style="list-style-type: none">NELLITime to TalkSchool S&L Therapist1-1 S&L InterventionSchool Start	<ul style="list-style-type: none">NELLISchool S&L Therapist1-1 S&L InterventionTalk Boost	<ul style="list-style-type: none">School S&L Therapist1-1 S&L InterventionLego TherapySocially Talented
	Cognition and Learning		
	EYFS	KS1	KS2
	<ul style="list-style-type: none">Precision teaching1-1 RWI Phonics1-1 Maths support	<ul style="list-style-type: none">Precision teaching1-1 RWI PhonicsTalk BoostBeanstalk ReadersRWI small group supportIDL	<ul style="list-style-type: none">Precision teachingSpecialist Dyslexia teachingRWI Language and LiteracyDifferentiated Maths No ProblemISPIRE phonic interventionIDLCOGMED
	Social, Emotional and Mental Health		
	EYFS	KS1	KS2
	<ul style="list-style-type: none">Beach SchoolSecond Step	<ul style="list-style-type: none">Beach SchoolSchool CouncillorPlay therapistWellbeing MentorCAMHS	<ul style="list-style-type: none">Beach SchoolSchool CouncillorPlay therapistWellbeing MentorCAMHSNurture Group
Physical and Sensory			
EYFS	KS1	KS2	
<ul style="list-style-type: none">Specialist OT intervention	<ul style="list-style-type: none">Specialist OT interventionWrite from the StartDance Write	<ul style="list-style-type: none">Specialist OT interventionAdditional handwriting interventionDance Write	
Consulting with Parents and Carers	We work with parents of our children who have additional needs in the following ways: <ul style="list-style-type: none">Termly review meetings with SENCO, parents and carers and class teachers.Transition meeting with class teachers, SENCO and parents for all children with additional needs in the Summer Term.Consultation with parents regarding referrals to external agencies, SEND support plans and additional intervention.Team Around the Family support as necessary.		

Consultation with Pupils	<p>We include pupils in the following ways:</p> <ul style="list-style-type: none"> • SEND support plans shared with pupils. • Consultation with pupils to discuss provision and intervention. • Pupil voice interviews and surveys. • Collecting pupil views through age appropriate methods – drawing, discussion, use of visuals and pupil conferencing.
Staff Support and Training	<p>The school SENCO has completed the National SENCO Award and also has a Masters in the Psychology of Education.</p> <p>Staff training on SEND is planned regularly including BSQAured and the use of data to improve outcomes, implementing the code of practice, SEND profiles, precision teaching, working memory and cognitive load theory, whole class profiles and group intervention.</p>
Equal Opportunities	<p>Under the Equality Act 2010 we make reasonable adjustments to meet all children's needs to ensure that no child is at a substantial disadvantage compared to their peers.</p> <p>The school is fully wheelchair accessible.</p> <p>Additional support is provided for children as outlined in their EHCP, SEN Support Plan or Access Plan.</p> <p>Additional support will be provided to support children on educational trips as appropriate, this will be assessed on a case by case basis.</p> <p>Risk Assessments will be written to ensure a child's needs will be met during educational visits.</p> <p>On occasion, a parent/carer may be invited to support their child during an activity.</p> <p>See also the Equal Opportunities Policy.</p>
Social, Emotional and Mental Health	<p>As a school we monitor and observe all children for signs of social and emotional difficulties, including becoming more withdrawn, anxious, isolated or displaying disruptive or challenging behaviour. We feel pupil voice is crucial and provide talking time for children with an allocated adult.</p> <p>Within school we have a school councillor, play therapist and mental health support worker which are allocated to children as needed.</p> <p>See also the school's Behaviour Policy.</p>
Specialist Support available at Marshside	<p>School is supported by a range of external agencies including:</p> <ul style="list-style-type: none"> • Educational Psychologist • Occupational Therapy • Speech and Language Therapy • Early Help Team • Sensory Support • School Health • Physiotherapy • CAMHS • Young Carers <p>The school SENCo is also able to refer children into the ADHD and Autism pathways for Sefton.</p>

<p>What to do if you are worried about SEND</p>	<p>The steps to raising concerns about your child are:</p> <p>Discuss any issues with your child's class teacher or inform the school before your child starts with us.</p> <p>The class teacher will monitor and assess your child depending on the need identified.</p> <p>Further meetings will be held between the class teacher, SENDCo and parents/carers to discuss possible next steps and other professional involvement.</p>
<p>What to do if you wish to make a complaint</p>	<p>If you wish to make a complaint about an aspect of your child's provision follow the steps below:</p> <ul style="list-style-type: none"> • Speak to your child's class teacher. • Talk to the school SENCO. • Follow the school's complaint procedures outlined in the complaints policy. • Follow the REMAT Trust complaints procedure: https://docs.google.com/document/d/1R4dLS1GTPp7XZjsUoeNcBofhVTObL5MrrlTT5_wB_hkM/edit

For further information see Sefton's Local Offer at:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>