

SEND Information Report 2014-15

1. The types of special educational needs that are provided for are:

Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Learning difficulties, Emotional and Behavioural difficulties, Language difficulties, Dyslexia, Dyspraxia, Autistic spectrum disorder.

2. Policies for identifying children and young people with SEND and assessing their needs.

Identification is through class teacher observations and pupil progress meetings, which are held every term. Parents may also inform school if they have any concerns about their child, either via the class teacher or meeting with the SENCo (Special Educational Needs Coordinator). Referrals can be made through school to an Educational Psychologist, the Autism team, the ADHD nurse, MAST and Speech and Language therapy. Parents considering a Ryegate referral need to contact their own GP with a letter of support from school.

3. SENCo details

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4. Consultation with parents of children with SEND and involving them in their child's education.

Parents and carers are invited to a meeting every term to discuss their child's education. Two of these will be Parent Evenings, but parents of children on the SEND register will be given extra time at these meetings. The third meeting will be during the school day and will be with the class teacher and SENCo. Outcomes and provision are discussed at these meetings and progress is reviewed. SEND Plans are shared during these meetings. When needed, other professionals will also be invited.

5. Consulting young people with SEND and involving them in their education.

All pupils on the SEND register complete a Pupil Passport with an adult in school. This gives their opinion about their learning strengths and weaknesses. Pupils who have a statement or Educational Health Care Plan are asked for their opinion during the annual review process.

6. Assessing and reviewing children and young people's progress towards outcomes.

Progress is reviewed by a member of the SLT and the class teacher every term during pupil progress meetings. Intervention impact is recorded by the teaching assistant and reported to the class teacher and SENCo. This is then discussed during the termly conversations with parents/carers. The SEND provision map is reviewed every term and adjustments are made when necessary.

7. Transition support

When children start FS2 they are visited in their nurseries and will meet their new teacher. Parents are invited to a meeting at Marcliffe Primary School and pupils are invited to attend two sessions during the summer term prior to starting school in September. There is a phased starting program during September to allow a smooth transition into school. Pupils in year six leaving for secondary school attend day visits prior to them leaving Marcliffe Primary School. The SENCO and Y6 team also liaise with the secondary SENCO's and pass on any relevant information. Pupils with significant needs will have a personalised transition package. Children transitioning within school will spend two afternoons with their new class and teacher towards the end of the summer term, prior to their move.

8. The approach to teaching children and young people.

In line with the new code of practice, June 2014, Marlcliffe Primary School promotes high quality first teaching in class. We aim to support SEND pupils in class through the use of teaching assistants and differentiated activities. If a child has a specific learning difficulty they may be supported by an intervention carried out by the class teacher or a teaching assistant, under the supervision of the class teacher.

9. How adaptations are made to the curriculum and the learning environment for children with SEND.

The curriculum is adapted to meet the needs of all our pupils. Class teachers use a variety of differentiated methods to ensure that all pupils are given learning tasks that are appropriate for them. Learning environments are stimulating and relevant to the current topic in each class. They consist of a balance of learning walls and examples of children's learning. There are group rooms in school for children working in intervention groups or 1-1 with an adult.

10. The expertise and training of staff to support children with SEND.

There has been whole staff training in a number of areas including the new SEND Code of Practice, dyslexia, autism and bereavement. Teaching assistants have also attended various training sessions both in school and with outside agencies. The school SENCO has had additional training from an outside agency on delivering, and then analysing a dyslexic and dyscalculic traits screening assessment.

11. Evaluation the effectiveness of the provision made for children with SEND.

We evaluate the effectiveness of SEND provision with various stakeholders e.g a member of SLT and class teacher in pupil progress meetings, the parents, class teacher, teaching assistant and SENCO. Outside agencies also evaluate the effectiveness of the provision during review meetings and through report writing. The SENCO meets with the SEN Governor to discuss the effectiveness of the provision.

12. How children and young people with SEN are enabled to engage in activities.

Pupils with SEN are included in all activities available at Marlcliffe Primary School. Risk assessments are written with their needs included and considered for trips and outside activities. Their SEN requirements are shared with external staff if they attend after school clubs so strategies can be put in place to accommodate them. If necessary activities are adapted to suit individual needs of the SEN pupils.

13. Support for improving emotional and social development.

At Marlcliffe Primary School we have a full time learning mentor, Mrs Sherren Barratt. Her role is to offer emotional support to both parents and carers, and pupils. She runs social skills groups for pupils who struggle to cope socially and emotionally. We also contact agencies such as MAST with a view to support pupils with emotional or medical needs.