



MARISH ACADEMY TRUST

SEND Information Report for Parents

Part of the Local Authority Offer

Meeting students' Special Educational Needs (SEN) at Marish Academy Trust

The Special Education Needs Coordinator (SENCO) oversees SEN provision and works with teachers and the Inclusion Team to ensure that students' needs are identified and met and that their progress is monitored regularly and support is appropriate. The inclusion team includes a number of trainee SENCOs and specialist teachers. SENCOs have completed the National SENCO qualification.

Trustwide SENCO:
Natasha Gentles

Trustwide Inclusion Lead (Qualified SENCO):
Lyndsey Kelly



Students at Marish Academy Trust have a range of different needs, including Special Educational Needs (SEN). These SEN fall into four categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory as identified in the SEND Code of Practice (2014). At Marish Academy Trust, we believe in meeting the needs of all of our students by accessing provision across the Trust flexibly and through the ongoing monitoring of the effectiveness of that provision.

Identifying students' SEN

Children who have special educational needs may be identified by health visitors or GPs, as preschoolers. Other children's needs may not become apparent until they begin school. Teachers raise any concerns they have about students in their class in termly Inclusion surgeries. After discussion at these surgeries, a decision will be made about what next steps or actions to take, including referring children for assessment where necessary.

If you think your child needs additional support

First, speak to your child's teacher about your concerns and to discuss the support he or she needs. Our aim is to build and maintain positive relationships with parents and it is important that you share any worries with the school. If you have further concerns regarding your child's needs, contact the SENCO or a member of the Inclusion team to seek further support and advice.



Training of staff

All of our teaching staff having training in:

- Child Protection
- Keeping Children Safe in Education
- E-Safety
- Simply Behave
- Attachment awareness

Staff with specific responsibility for working with students with SEN may have additional training in:

- Team Teach
- Autism Aware
- Makaton
- PECS
- Reading interventions
- Maths interventions
- Precision Teaching
- Zones of Regulation
- Speech and Language support
- TEACCH approach

Differentiated Curriculum

Staff across the Trust work, with the guidance and support of the senior leadership team, to design a curriculum which is aspirational and improves students' life chances, builds resilience and provides rich and varied learning experiences. In planning curricular lessons, teachers are mindful of the range of abilities in our classes and ensure that learning activities are both accessible and challenging for all students. Class teachers also consider the specific needs of the students in their class when preparing for lessons and ensure that all students are given the support and resources to allow them full access to learning activities.

We have two programmes embedded across the Trust, Simply Behave and R-Time, which support the social and emotional development of all students.



Extra-curricular Activities

At Marish Academy Trust, we know that meaningful learning extends beyond the classroom walls and the school day.

All students are given opportunities throughout the year to attend trips out of the school. Risk assessments are undertaken before every trip and the individual needs of all students is taken into account. Additional 1:1 support might be arranged for students who require it and appropriate travel arrangements will put in place.

As a part of the Children's University, we offer a range of afterschool clubs, with the aim of instilling a love of life-long learning. We aim to ensure that all students, regardless of need, are able to access clubs.



Involving other bodies and outside agencies

At times, it may be necessary to access support from outside agencies, including the following:

- Slough Borough Council SEN service
- Educational Psychologist
- Speech and Language Service
- ASD Advisors
- Sensory Consortium
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy
- Occupational Therapy
- Social Emotional Behaviour Disorder Outreach Service (SEBDOS)

We would always seek permission from parents before accessing support from outside agencies.

SEN Provision and Support

Class teachers are responsible for the progress of all students in their class and work with the SENCO to ensure that the appropriate support is in place. Where a special educational need is identified, the student will be placed on the SEN register and their progress and provision will be closely monitored by the class teacher, year leader, impact team and inclusion team. The teacher, with the support of the SENCO, will write an individual education plan (IEP), which lists specific, short term targets for the student and the provision which will be put in place to ensure the targets can be met. The IEP is shared with parents termly and is regularly monitored and reviewed. If necessary, a Learning Support Assistant or specialist teacher might work with your child either individually or as a part of a group. Children with SEN are given extra support with transition when they move to a new year group or phase and staff work closely together to ensure transitions are smooth and successful. Transition meetings are held, when possible, when a student with SEN transfers in or out of the school.

Education, Health and Care Plans

Where a student has additional needs which are so significant that, even with well planned and delivered SEN support, he or she is unable to make progress, it may be necessary to apply for an Education, Health and Care Plan (EHCP). An EHCP is a long-term plan written in conjunction with and funded by the Local Authority and sets out the expected outcomes over the long term, as well as the smaller steps towards those outcomes. It also outlines the provisions which will be



implemented in order for the student to meet those outcomes. The EHCP is reviewed at least every year at an annual review, including the parents, SENCO and class teacher, as well as any outside professionals and SEND officers if appropriate.



Contact Us

If you have any questions or concerns about your child's progress or support, feel free to contact us by email:

post@marishandwillow.co.uk

or by phone:

Marish Primary School
01753 819900

Willow Primary School
01753 551854

Parents requiring additional support regarding their child's SEN can also contact Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) by email:

sendiass@slough.gov.uk

or by phone:

01753787693

Provisions



Across the Trust, we offer a range of different support to meet students' needs including:

- Small group support in lessons
- Reading Recovery
- Learning Mentor support
- Booster sessions
- Speech and Language Support
- Nurture Group
- Handwriting interventions

Resource Base

At Marish Primary School, we also have a Resource Base for students with complex needs, including Autistic Spectrum Disorder and congenital conditions. We currently have six classes in our base which cater to the specific needs of the students and which follows a highly differentiated multi-sensory curriculum. Places in the Resource Base are allocated through the Local Authority.

Managing Medical and Personal Care Needs

Students who have a medical condition are managed through an individual health plan which is agreed by the school with the parents, medical professionals and the child either before the child arrives in school or as soon as possible after diagnosis.

Students who need support to manage their personal care needs are managed through an intimate care plan, which is agreed by the school and the parents. The appropriate support is provided to assist with toileting, eating or exercises as needed, with a strong focus on maintaining the students' dignity and encouraging independence, where possible.

Accessibility

All of the shared use facilities across the Trust are wheelchair accessible, including the halls, dining halls, playgrounds, libraries, ICT suites, Resource Base and the majority of the classrooms. Pupils requiring wheelchair access will always be placed in a downstairs classroom, as we rotate year groups as necessary.