

SEND Information Report

Marlborough Road Academy

What Is Special Educational Needs?

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

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice 2014, 1.8)

What are the areas of SEND?

Communication and Interaction: Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder, including Asperger's.

Cognition and Learning: Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum.

Specific Learning difficulties (SpLD): affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties: Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or Physical needs: These include vision impairment, hearing impairment or multi-sensory impairment that will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

SEND Information Report

Marlborough Road Academy

What Is a Disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

1. The kinds of special educational needs for which provision is made at our school

Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement.

Cognition and Learning

Marlborough Road offers quality first teaching, including a key skills maths group to support children who are working significantly below the demands of the curriculum for their chronological age. We work closely with external professionals to support children with specific learning difficulties such as dyslexia, dyspraxia or dyscalculia. Provision for pupils includes interventions and strategies such as; scaffolds, models, checklists, keep up same day intervention, catch up interventions, overlays, bespoke curriculum for personalised learning.

Sensory, Medical and Physical

Marlborough Road offers interventions to support sensory processing difficulties and fine and gross motor skills. We work closely with Salford Learning Support team (LSS) to offer advice where needed. A specialist hearing impaired teacher regularly supports pupils with hearing loss. 7 teaching assistants have attended training with the learning support service. When necessary, staff are trained by medical professionals to support specific needs. Currently we have staff trained to support a child with complex medical needs, a child with diabetes, 2 children with epilepsy and pupils with asthma. Support includes interventions and strategies such as; United gross and fine motor program, sensory circuits, bespoke sensory and movement breaks, bespoke sensory equipment and tools, bespoke specialist equipment for visual impairments and hearing impairments, large print texts, ramps, walking frames, evacuation chairs, writing tools and supports. There is a lift for access to the upstairs classrooms in KS2.

SEND Information Report

Marlborough Road Academy

Communication and interaction

Marlborough Road Academy is an ELKLAN Communication Friendly school. All staff have completed training in speech and language. 2 teachers are level 4 ELKAN accredited and 5 teaching assistants have completed level 3 training. We have a buy in speech and language therapist who works with EYFS and specific children in KS1. We work closely with LSS and local speech and language teams where children need further support. Support includes interventions and strategies such as; lego therapy, WellComm, Kagan structures, scaffolds, barrier games, special time, bespoke speech and language programs, talking and drawing and checklists. As part of the Conscious Discipline approach to behaviour, classes hold daily family meetings where all children are encouraged to communicate and interact together, solve problems and develop a sense of community.

Social, Emotional, Mental Health Needs

Children with social, emotional or mental health needs have access to additional support from 3 key workers. Small nurture groups are offered in the afternoons. Children are identified by class teacher and weekly meetings take place with the SENCO and Principal to decide on the intervention needed. They also have access to a quiet room during lunchtimes and playtimes. There is access to a safe nurture room with specially trained staff who deliver a bespoke curriculum to identified pupils. School work closely with the social emotional support team through Salford's Primary inclusion team. Children who need further support can be referred to CAMHS via the school nurse or family G.P. School is participating in the emotionally friendly schools project. The SENCO has completed a foundation course in counselling children and has completed the school's mental health lead training. Key workers and nurture staff have completed training with Salford's primary inclusion team and Manchester's nurture team. Our nurture staff have also completed training with the Nurture Network UK. Further support offered includes: interventions and strategies such as; therapy based intervention, Nurture provision/sessions, daily check-ins, lunch time club, Resilience Doughnut, blob tree work, lego therapy, circle times, circle of friends. All staff in school have been trained in Emotion Coaching. 1 member of the nurture team has completed an advanced course in talking and drawing which is a bespoke intervention to support children with SEMH needs. There is direct support available from a Place2Be counsellor.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND

Identification: This is usually highlighted by parents - parents are a child's first educator. A parent may speak with their child's class teacher to raise concerns. Alternatively, potential additional needs could also be identified by the class teacher. They would initially discuss this with parents and together next steps will be identified and carried out.

SEND Information Report

Marlborough Road Academy

When a child is making less than expected progress, discussions take place with the SENCO and parents. (Less than expected progress is when a child makes significantly slower progress than their peers from the same starting point or when they fail to match or better previous rate of progress.) At this point, more detailed screening resources can be used – for example GL dyslexia or dyscalculia screener, working memory assessments, YARC reading assessment. A referral in to learning support may also be considered at this point. Regular health checks such as hearing and vision can be carried out and where necessary and with parental permission, school may involve the school nurse/physiotherapist/occupational therapist. Where a child is experiencing speech and language difficulties SALT assessments are completed.

Where a child is experiencing social emotional difficulties that may be affecting progress a BOXALL profile or a Goodman's strengths and difficulties questionnaire will be completed to plan support. Meetings with parents will take place and family support/Early health assessment may be completed.

If a child's behaviour is causing concern and all of the above assessments have been completed, a further meeting will take place with parents and support from the Primary Inclusion Team (PIT) will be offered. School may also seek advice from Salford/Manchester Primary referral schools.

3. These policies have been written to further support children with SEND in school. These can be found on the school website and copies are available on request from the school office.

SEN Policy

Communication Policy

Equality information Policy

The 6 Principals of nurture document.

4. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including
a. How the school evaluates the effectiveness of its provision for such pupils

We believe in fully including all of the children in the life of the school and offer quality first teaching to all children as part of our inclusive ethos.

We make reasonable adjustments as appropriate to support children with SEND. Early intervention is a clear priority and children access interventions where necessary. The impact of interventions is tracked and progress monitored on an electronic SEND toolkit. All SEND interventions are included on the EduKey provision map.

We follow a graduated response.

SEND Information Report

Marlborough Road Academy

The following policies have been written to provide further information about the provision for SEND pupils at Marlborough Road:

Safeguarding Policy

Accessibility Plan

Anti-Bullying Policy

Exclusions Policy

Behaviour Policy

Health and safety

b. The school's arrangements for assessing and reviewing the progress of pupils with SEND

Regular assessment of all children takes place every 10 weeks as part of our pupil progress cycle. This includes reading, writing and maths teacher assessments and written tests. Children completing the Read Write Inc programme are assessed and new groups created. Meetings take place with the assessment co-ordinator and class teachers.

Where a child continues to make less than expected progress despite all of the above support being offered, with parental agreement, school may seek advice from an educational psychologist and a series of Plan, Do Review meetings will be held with the SENCO, class teachers and parents to support the child.

Pupils' progress is tracked on the SEND toolkit every 10 weeks and data is analysed by the SENCO and vice principal (please refer to assessment policy for more information) SEND children will have an IEP which is reviewed 3 times a year. Parent/teacher/SENCO drop-in meetings take place 3 times a year and more frequently as required. Pupil voice, parent questionnaires and person-centred annual reviews are completed.

Progress of children with speech and language concerns is tracked using ELKLAN screening (TALC) 3 times a year.

Children working with the educational psychologist follow a plan do review cycle of support and referrals are made for an EHCP if school and parents agree this as a next step.

For children with EHC plans, an annual review takes place once a year. Interim meetings may also be held.

Meetings between nurture staff and parents take place every 6 weeks for children who are accessing nurture provision to review targets set and consider next steps.

SEND Information Report

Marlborough Road Academy

The SENCO is available to meet with parents every morning whilst children attend breakfast club and meetings can be arranged at parents' convenience. A separate parent meeting for SEND children is held each term for parents of SEND children.

The SEND policy is reviewed annually.

- Following an assessment by Learning Support Services or the Primary inclusion team, a meeting takes place to discuss the findings and how best to meet the targets.
- When assessing SEND children, consideration is given to their needs e.g. a reader, a scribe, extra time or rest break may be necessary. Generally, whatever support is provided in the classroom is provided as far as is permitted during tests.
- SEND progress meetings are held termly between class teachers and the SENCO.
- Initial concerns are discussed with SENCO, followed by meeting with parents, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes.
- We instigate EP assessments and other assessments through health, social care and other agencies as appropriate.

Further information on the implementation of our SEND Policy can be found on the school website.

c. The school's approach to teaching pupils with SEND

When planning and teaching the Curriculum (which has the National curriculum as its minimum entitlement), all teachers follow the Rosenshine's Principles of instruction. These encourage children to be active participants in their learning and increase autonomy and independent learning strategies. Teachers set learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels and provide scaffolds to help them succeed. Subject specific scaffolds have been developed by subject leaders to ensure pupils with SEND can access key substantive and disciplinary knowledge, as well as vertical concepts in all subjects. Children are seated in Kagan groups to allow SEND children to both express their own opinions, learn from the models of others and develop good behaviour for learning.

All teachers:

- set high expectations and provide scaffolds for all to achieve
- take account of legislation requiring equal opportunities

SEND Information Report

Marlborough Road Academy

- take specific action to create effective learning environments, model work, secure pupils' motivation, concentration and resilience, provide equality of opportunity, use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEND

Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely and help individuals to manage their emotions in a nurturing environment.

Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication.

Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals
- place children in groups where needs are best met and seek advice from outside agencies if needed.
- Train staff to work with children with specific disabilities

SEND Information Report

Marlborough Road Academy

d. How the school adapts the curriculum and learning environment

Our school has adopted a standard approach to classroom organisation and display. This is for the benefit of children who may be easily distracted by a busy environment. It also helps to ensure that children become familiar with the layout and resources of the room. Kagan structures encourage children to support one another, to work collaboratively and to encourage all pupils to take part. Conscious discipline encourages pupils to make physical connections with each other through daily activities and to develop a sense of belonging and improve self-esteem.

Differentiation by:

Smaller ability groups for phonics (Read Write Inc)

1.1 teaching assistant support for children with Education health care plans

1.1 or small group interventions for catch up/keep up. Specific need listed on the school provision map.

Modelling work and support placed on working walls.

Visual resources in every classroom according to the ELKLAN communication friendly status.

Alternative ways of recording – scribe, mind maps, visual.

Learning environment

Classrooms with visual timetables, clear school rules and values displayed. Class jobs displayed. Reading areas, key vocabulary, models and learning resources displayed.

Quiet room available to the children throughout the day – safe space with comfy seating. This room is staffed by the school safeguarding officer at lunchtime.

Safe spaces identified in each classroom for children to use.

Adaptations to the school building.

The main school entrance and all areas of EYFS, KS1 and lower KS2 are accessible to all via ramps and widened doorways. There is a disabled toilet at the school entrance and 2 accessible toilets in KS2. 2 evac chairs are available on the upper level of KS2.

e. Additional support for learning that is available for pupils with SEND

Nurture groups for self-esteem, friendships and behaviour, ELKLAN speech and language groups, pre teaching of vocabulary, buy in speech and language therapy, funky fingers motor skills.

Specialist adults from external services, e.g. teacher for the deaf, speech and language therapist.

Use of ICT

SEND Information Report

Marlborough Road Academy

Key workers

Additional adults running interventions, supporting 1:1 or small groups in class.

ELKLAN and NELI groups for children with speech and language needs.

Additional reading sessions.

Booster groups before school, at lunchtime or after school.

f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

All children are welcome to attend the clubs and any special provision needed to make them accessible will be discussed with you.

These may include;

- Football
- Netball
- Cross country
- Arts and crafts
- Coding
- Cheerleading
- Homework
- Drama
- Choir
- Music
- Recorders

g. Support that is available for improving the emotional and social development of pupils with SEND

Nurture groups in the afternoons, 1:1 and group advice and support from the PIT (Social emotional team) Access to Place2Be counselling. Groups run at lunchtime for all children encouraging team work. Resilience doughnut intervention. Quiet rooms. Completing the emotionally friendly school programme including staff training. Highway heroes social emotional programme. The SENCO is the school Emotional wellbeing lead and 2 additional staff have completed training as wellbeing champions. School have resources in place to support different emotional needs including bereavement - a strategy is published on the website. School have an accredited Stonewall champion. Pupils have access to books and stories that deal with a range of emotional needs and reflect reality as part of the inclusion agenda. School have access to the educational psychology critical response team to support families in times of crisis.

Specialist assemblies promote emotional wellbeing, including childline, NSPCC, young carers, staying safe online.

SEND Information Report

Marlborough Road Academy

Trips and visits promote social development and resilience. Eg, year 5 residential and themed weeks such as anti-bullying week, Black history month equip children with the skills needed to deal with things when they go wrong and provide a sense of identity.

h. Arrangements for the admission of pupils with disabilities

Most children with Special Educational Needs or Disabilities will not be disabled within the meaning of the Equality Act 2010. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. School may seek advice from external services such as Hearing/Vision impaired teams, Occupational Therapy or the Local Authority where reasonable adjustments need to be made to accommodate the needs of an individual. Where additional training may be needed for staff, school will endeavour to source this.

5. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

The school SENCO is Mrs Cath Clarke 0161 537 1316 catherine.clarke@marlboroughroad.org

6. Information about the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured

Experienced SENCO, 11 years in post (Completed the National award for special educational needs co-ordination 2012) and attends regular SENCO cluster meetings)

SENCO has completed emotional wellbeing lead, suicide awareness and bereavement training.

All staff trained by the school educational psychologist in attachment and emotional coaching.

All staff attend regular update training hosted both in house and delivered by specialists.

5 Teaching assistants and 2 teachers are ELKLAN trained (a speech and Language training programme) and all staff in the school have complete the Communication friendly school's status training.

1 teaching assistant specialises in working with EAL children (NASSEA training and SEMA)

Teaching Assistants are also trained in, fine and gross motor skills, working with children with ADHD, Autism, Dyslexia, lego therapy and behaviour management.

3 members of staff have complete Nurture Network UK training.

1 member of staff has completed an advanced Talking and drawing course.

1 member of staff has the Stonewall accreditation.

Medical training in dealing with epilepsy, asthma, diabetes, sickle cell and other complex medical needs where appropriate.

SEND Information Report

Marlborough Road Academy

Decisions regarding SEN CPD for whole school/groups of staff/individuals are based on the needs of the children. Where appropriate, training will be offered to staff who have expressed a desire to develop their skills in a specific area of SEN.
School hold the communication friendly award and are working towards the emotional friendly school's status.
We also work with occupational therapist, hearing impaired team, physiotherapists, play therapists, health colleagues to design packages of support for individuals.

7. Information about how equipment and facilities to support CYP with SEND will be secured

There is a designated budget for SEND. On-going monitoring and evaluation together with the strategic planning of SEND ensures that all children's needs are met through careful targeting of both human and material resources. Where additional resources or aids are recommended by professionals, school will provide these.

8. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

Regular meetings with parents – 3 times a year for class teachers.
Annual reviews for children with an EHCP.
Use of parental surveys and questionnaires.
SENCO meets regularly with parents – meetings arranged by telephone, drop in.
Meetings with parents, SENCO and other professionals involved in child's education.
Parent SEND information leaflet and individual children information sent home annually as part of the school report.

9. The arrangements for consulting young people with SEND about, and involving them in, their education

Blob tree and visual emotion cards – This is an image that helps children to express how they are feeling when they may not be able to explain verbally.
Reflective conversations – an informal chat so that children feel safe and secure to discuss whatever difficulties they are experiencing.
Resilience doughnut – children scale 7 factors that affect their resilience and combine their strengths to develop coping strategies.
Pupil voice.
Targets on IEPs discussed with pupils. Pre-post intervention discussions. Annual reviews. Person centred reviews.

10. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved,

SEND Information Report

Marlborough Road Academy

Stage 2: The complaint is dealt with by the SENCo. If there is still no resolution,

Stage 3: The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors

Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.

Stage 5: The United Learning trust may become involved.

In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State

11. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

School works very closely with our Educational Psychologists, Dr Stephanie Pipe and Ruth Babington. With parental permission they will observe children in class, carry out assessments, offer advice to staff and prepare reports to request additional support such as an application for an educational health care plan (EHCP)

SENCO liaises with professionals including paediatricians, school nurse, CAMHS, Speech and language and G. P's with parental permission. Multi agency meetings are held for children with complex needs. If the child and parent have English as an additional language a translator will be brought in for any meetings or assessments.

It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always to be sought. (in the case of a LAC, permission may be given by the carer or the social worker) Parents are responsible for taking their child to all speech and language clinic appointments.

We also have the facility to seek advice from SEND learning Support Services and the Primary inclusion, social and emotional mental health team. With parental permission referrals may be made to this service and support will be offered to child, class teachers and parents.

We have a safeguarding officer and the SENCO is part of the safeguarding team. When a family needs to be supported in order to help the child, Early Help advice is sought and an assessment may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the

SEND Information Report

Marlborough Road Academy

need is and who is best suited to offer support in that area. This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. We also have strong links with the EWO (Education Welfare Officer), helping children and families to improve punctuality and attendance. Parents are encouraged to request this service themselves or staff may approach parents to discuss any help required.

School also work closely with SIASS (formally parent partnership) Parents needing support will be directed to this service by staff in school. – Call 0161 778 0343/0349 or email siass@salford.gov.uk.

12. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32

<p>SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</p>	<p>0161 778 0343</p>
<p><u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</p>	<p>0161 793 3275</p>
<p>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</p>	<p>0161 778 0410</p>
<p>Learning Support Service (LSS) c/o Moorside High School</p>	<p>0161 607 1671</p>

SEND Information Report
Marlborough Road Academy

57 Deans Road Swinton M27 0AP			
Educational Psychology Service Burrows House M28 2LY		0161 778 0476	
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA		0161 793 3535	
13. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living			
Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850

SEND Information Report

Marlborough Road Academy

		<p><i>Salford City College Learning Support</i></p>	<p><i>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</i></p> <p><i>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</i></p> <p><i>FutureSkills - Dakota Avenue, Salford, M50 2PU</i></p> <p><i>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</i></p> <p><i>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</i></p>
<p><i>For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i></p>		<p><i>0161 603 4500</i></p>	
<p><i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team</i></p>		<p><i>0161 793 3535</i></p>	
<p>14. Information on where the local authority's local offer is published</p> <p>The Local Offer in Salford (LOIS) can be found at this location: www.salford.gov.uk/localoffer.htm</p> <p>The local offer for Manchester residents can be found on: www.manchester.gov.uk</p> <p>Marlborough Road local offer can be found on the school website: www.marlboroughroad.org</p>			