

Academy Name and Address	Marlborough Road Academy
Telephone number:	0161 537 1111
Website address:	<a href="http://www.marlboroughroadacademy.co.uk">www.marlboroughroadacademy.co.uk</a>
Does the school specialise in meeting the needs of children with a particular type of SEN?	No
What age range of Pupils does the school cater for?	3-11
Name and contact details of your school's SENCO	Cath Clarke <a href="mailto:catherine.clarke@marlboroughroad.org">catherine.clarke@marlboroughroad.org</a> 0161 537 1316
Name of the person / job title with responsibility for maintaining the academy's Local Offer	Cath Clarke <a href="mailto:catherine.clarke@marlboroughroad.org">catherine.clarke@marlboroughroad.org</a> 0161 537 1316
URL for direct link	<a href="https://www.marlboroughroad.org/school-information/send-information">https://www.marlboroughroad.org/school-information/send-information</a>
Principal:	Judith Richens
SEN Governor	Priyesh Ranmal

## Introduction

Marlborough Road Academy is part of the United Learning group of schools. We are a 1.5 entry primary school situated in Higher Broughton in Salford.

This is larger than average Primary School

The school population is made up of pupils from 17 different minority ethnic groups, with pupils from Mixed Background making up the largest proportion on roll. There are 47 different languages currently spoken by the pupils and 50 ethnicities represented. The proportion of pupils who speak English as an additional language is much higher than that found in other schools (proficiency in English assessment = 76%. Of these, 18% are at new to English stage, 38% early acquisition, 34% developing, 8% competent and 2% proficient in English. 69% of pupils are EAL compared to 21% nationally.)

Many of the children arrive into all year groups with little or no previous school experience and little or no English. The school is in the bottom 10% of deprivation nationally. The school deprivation indicator is 0.4 compared to national at 0.2. ACORN commercial database indicates that 22% of families fall into the category of financially stretched and 73% suffer urban adversity. 6% are considered to be financially comfortable.

Mobility is very high. The number of pupils who leave and join the school during the academic year is higher than other schools nationally.

The proportion of pupils known to be eligible for free school meals is well above average, 53% compared to 21.6% nationally. 52% of pupils are eligible for the pupil premium grant.

The school is in the top 20% of all schools for the proportion of SEND support (21%). compared to 12.6% nationally. The % of pupils with an EHCP in Jan 2021 is lower than found nationally (8/330 = 2.0 % compared to national at 3.7 %).

The school is organised to ensure that all children, whether they have been at school for the whole or part of their education are able to make progress and are not disadvantaged by high levels of mobility whilst at the school.

## Teaching and Learning

### SEND Provision

- Pupils are taught in Kagan groups within their class (mixed ability groups to encourage engagement and involvement and develop language)
- Key skills maths groups
- 1.1 teaching assistant support where funding allows
- 3 Key workers to support social emotional needs
- Intervention programmes: Speech and language (ELKLAN, Wellcomm, NELI), reading (catch up reading, bookmark), fine motor skills, working memory, social and emotional interventions, catch up and keep up.
- Assessment information is used by every teacher to inform next steps for groups and individual children

- Pupil's learning is reviewed after each lesson and adjusted as appropriate
- SENCO will carry out individual tests and screening as necessary: working memory, dyslexia, speech and language, reading
- Specialist advice is sought in consultation with parents: Educational Psychologist, speech and language service, parent partnership, audiology, learning support, Autism and communication team, Primary inclusion team, hearing impaired team, school and specialist/community nurses.
- Specialist equipment includes: specialist pens/pencils, coloured overlays, wobble cushions, I-pad/laptops, quiet rooms, disabled toilet

#### Staff Specialisms

- SENCO holds National Award for SEND co-ordination
- Mental health lead - SENCO
- Suicide prevention training - SENCO
- ELKLAN trained staff amongst teachers and teaching assistants
- Communication Friendly Award – cascaded to all staff
- Team teach training – 4 members of staff
- Autism Training – all staff
- Attachment training –all staff
- Emotion coaching –all staff
- Asthma/Epi-pen/diabetes/MS/specific individual complex medical needs training – relevant staff
- Talking and drawing advanced level – 1 member of staff
- Staff development needs are identified through the school development plan/performance management and pupil progress meetings

#### Exams

- Access arrangements are made for children where appropriate
- Separate distraction free locations are provided for the administration of tests

#### Progress

- Progress of SEND children is monitored through: SEND progress meetings, parent's evening, drop ins, annual reviews, annual reports, IEP reviews, case studies, SEN toolkit, looking at children's work and dropping into lessons.

#### Transition

- Additional visits to high school are provided for SEND children, meetings between High School SENCO and MRA SENCO in summer term
- Transition week between phases is planned annually
- Additional transition provided between year groups for children with SEND.
- Social stories support children with Autism – written by SENCO and ACE team.
- Meetings are arranged for children joining the school with known SEND needs and phased transition may take place. Liaison with known external services involved with the child.

- Meetings arranged for children with SEND leaving MRA and additional transition may take place.

#### Extended Teaching and Learning

- Referrals made where necessary to the Learning Support Service, Primary inclusion team and the ACE (Autism and communication team) Adults from these services may work with children in school.
- Once all available support has been accessed, school may seek support from Salford and Manchester pupil referral units.
- Support for hearing impaired children is provided from the Teacher for the Deaf.

#### Nurture provision

- Safe spaces provided in all classrooms.
- 2 identified quiet rooms in school for children to access for nurture provision with key workers.
- A dedicated nurture classroom offering a range of opportunities for specific children to develop their social and emotional skills, speech and language in order to do well at school, interact successfully with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.
- Place2Be counselling for specific children.

#### Off Site Provision

- Parents or additional adults may accompany SEND children on educational visits where necessary.
- Additional risk assessments/handling plans are written for individual pupils and shared with parents, as required.
- Medically trained staff accompany children with additional needs.

#### **Reviews**

#### SEND Provision

##### Children with an educational health care plan (EHCP)

- Parents meetings every term with the SENCO. 3 informal drop ins are offered annually in addition to this.
- SENCO arranges annual reviews for children with an EHCP in accordance with Salford or Manchester Local Authority guidelines. Annual reviews can be brought forward if a child's needs or targets detailed on the EHCP change
- SENCO, parent, class teacher and teaching assistant are involved in every annual review. The Educational Psychologist, school health, local authority representative and additional health professionals are invited as appropriate for the child
- Each annual review involves a discussion of the child's current needs, a review of support/needs over the last 12 months and amendments/continuation of targets is agreed by all at the meeting
- SENCO completes annual review documentation and sends to appropriate authority representatives

- An annual school report is provided and consultations with both the class teacher and SENCO are arranged for parent's evening

#### School support Children

- Parents meeting every term with the SENCO. 3 informal drop ins are offered annually in addition to this.
- Buy in speech and language annual reports provide feedback to parents
- An annual school report is provided and consultations with both class teacher and SENCO are arranged for parent's evening
- Play plans/IEPs/Boxall shared with parents at regular intervals

#### Communication and interaction

- Staff trained in ELKLAN work with children to ascertain their views for annual reviews – using visual resources where necessary
- Any language needs of the child or parent considered before the annual review and translator used if needed to ensure parents have their say
- Clear discussion with all adults supporting a child to ensure all information is provided for the review
- SENCO meets with parents to discuss any screening results, clinic letters and educational psychology reports to ensure they are clear on all the information given. (Translation provided if necessary)

### **Keeping Children Safe**

#### SEND Provision

- EHCP children met by class teacher/teaching assistant at the start of the day and handed to parents at the end of the day depending on the child's level of need. Any relevant information about the child's day is discussed with parents at this point.
- No parking available to parents within the school grounds (there is a disabled space available if needed next to the school entrance on Dudley Street)
- An indoor option of a quieter space/indoor activities is provided for children who cannot cope outside at lunchtime. Children can self-refer or may be referred by an adult. An opportunity is provided for children to discuss their feelings and resolve conflict by staff trained in resilience, emotion coaching and restorative conversations.
- All children involved in lunchtime clubs/activities on a rota
- Midday supervisors trained in ELKLAN/playground games
- Play leaders/buddies/prefects support pupils at transition times
- Playground games/toys used with lunchtime assistants on a rota

#### First Aid

- First aider in all phases in school
- 2-3 day trained first aid staff
- All educational visits have a first aider
- Lunchtime has a first aider in all phases
- Extracurricular activities have a first aid trained member of staff on site

- Care plans are written where necessary in conjunction with the school nurse and parents (for medical conditions that may require a hospital visit) Staff supporting children with medical conditions receive specialist training as required.
- All medical needs are recorded on Arbor and updated regularly
- Defibrillator stored in the school office and staff trained to use it.
- Secure storage of medication and relevant policies (medication, asthma,

#### Risk Assessments

- All educational trips and visit risk assessed using EVOLVE – authorised by the Principal or Local Authority if residential
- Consideration is given to SEND children's individual needs within a group and separate risk assessment completed if necessary. If for specific behaviour, staffing is adjusted accordingly and shared with parents
- Behaviour policy is available to parents on the school website

### **Communication & Interaction**

#### **Health (including Health and Wellbeing)**

##### SEND Provision

##### Health services on premises

- School nurse visits to school/meeting with parents arranged by SENCO where necessary. Care plans are written with school nurse/SENCO and parents if necessary
- Buy in speech and language therapist works with identified children in EYFS
- Teacher for the deaf visits to support hearing impaired children and monitor equipment.

##### First Aiders

- Adequate numbers of first aid trained staff (paediatric in EYFS, emergency first aid at work and 3 day trained staff)

##### Medication

- Parents sign a form in the office with a first aid trained member of staff. This is a self administered or given to a child by a first aider according to parent's instructions.
- Medication is kept in a locked cupboard in the office
- First aider regularly checks the expiry date for medication and informs parents when it needs replacing

##### Training

- Specific training given by school health for Epi pen/epilepsy/asthma/diabetes medication. (Specialist medication such as epi pens should be administered by trained staff – a list of staff is kept with the medication)

### Major incidents

- Procedures in place – child cannot be moved until seen by a first aider – clear area, reassure child
- Phone 999 if an emergency and contact parents
- Print off child's details from Arbor
- Adult to accompany child to the hospital if unable to contact parents
- Write up, clean up and restock first aid kit. Serious incident form completed if necessary
- Inform external agencies involved with the child.

### Emotional Wellbeing

- Regular contact is maintained with parents if a child is emotionally vulnerable
- Child is provided with emotional support via buddy up system with another child/nominated adult to talk too.
- A key worker is allocated to the pupil and weekly meetings with the Principal and SENCO take place to discuss pupils.
- Self esteem/emotional interventions are run for identified pupils, as necessary
- SENCO/parent to meet with school nurse for further referrals as necessary (CAMHS, Gaddam Centre for bereavement counselling)
- SENCO/Learning mentor meets with parents and refers for family support if needed
- Nurture classroom with a curriculum based around BOXALL profile.
- Place2Be counselling available.

### Resources

- School uses the following programmes to support pupils –nurture groups, Highway Heroes resources for developing emotional literacy. Key workers have been trained by Salford and Manchester nurture groups and 3 staff have completed training with Nurture Network UK.

### Communication & Interaction

- Clear discussion between all adults concerned if a child needs a referral to speech and language therapy. SENCO meets with parents and school nurse to complete care plans where necessary. Visual health plan for children (including photo and Arbor details) kept in school office in case of an emergency

### **Communication with parent/Carers**

#### SEND Provision

- Staff are listed on the school website

Progress updates are given at:

- Termly meetings and drop ins with the SENCO
- Parents evening, interim reports (posted home if non attendance), end of year school report
- Parents can look around the school before accepting a place and meet with SENCO to discuss provision

## Parent Feedback

There are a number of ways of proving school with parental feedback. These include:

- Meetings with class teachers and SENCO
- TEAMS meetings/Phonecalls
- SEND parent questionnaires
- Website parent view
- Parent consultations
- Parent meetings/information sharing session – speech and language/phonics/maths/reading

## Communication & Interaction

- SENCO introduces herself to all new SEND children's parents and attends EYFS meetings with parents in the summer term
- We have an open door policy, however if a member of staff is unavailable an appointment can be made at the school office
- EYFS/Key stage 1 children see parents at the start and end of each school day when they drop off/collect their children. If a longer discussion is needed, class teachers will arrange a mutually convenient time for a discussion
- Key letters translated
- Translation service provided on our school website
- Interpreters sourced for face to face meetings when required
- Key staff deliver parents meetings/information sharing sessions

## **Working Together**

### SEND Provision

- Play plans/IEPs are discussed with parents and signed
- Individual risk assessments are planned for pupils with high level needs
- Arbor signatures are sought from parents/carers to agree photos/RSA/medical/e-safety
- Global provision for educational visits is collated – parents sign forms
- Permission given to be filmed/photographed.

### Pupil Voice

- Pupil voice (views) are gathered by pupil leaders including children across the school
- SEND pupil voice (views) are gathered by SENCO to help evaluate interventions/learning spaces



#### Opportunities for parents to have their say

- 1 parent governor position on the governing body
- Parent workshops
- Support on trips
- Fundraising
- Stay and play opportunities in EYFS and library in KS1
- Volunteer Work
- Termly sharing events.
- Parental surveys
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#### Communication & Interaction

- IEPs/play plans discussed with parents at evenings and drop in where necessary
- Drop in at parents evenings with SENCO to discuss IEPs/play plans
- Visual resources used to ascertain pupil views where needed
- Pupil leaders gather pupil views in their home language where possible

#### **What help and support is available for the family?**

##### SEND Provision

- SENCO meets with parents to offer support in school and signposts to other services where necessary
- Help is provided with form filling
- Newsletter and leaflets signpost to other services available both in school and by external agencies

##### School travel plan

- School has a specific school travel plan
- SENCO/learning Mentor can make arrangements to pick up a child in exceptional circumstances

##### Communication & Interaction

- Drop in with SENCO/Learning Mentor to support with form filling/signposts to other services
- Translation service where needed
- Principal's weekly update on the school website.

## Transition from Primary School to School Leavers

### SEND Provision

- IEPs are passed on to high schools
- High schools are made aware of the level and nature of a child's special need and any interaction with external agencies/internal support provided

### SENCO/Year 6 Teachers liaise with High Schools for transition

- Additional plans are put in place for transition for SEND children where needed
- Children are identified for nurture arrangements at high school

### Communications & Interaction

- Drop in for parents to discuss High School options prior to applications and support with forms if needed
- Meetings between school staff and High School staff before transition
- SENCO meets with High School SENCO where necessary

## Extra Curricular Activities

### SEND Provision

- Lunchtime activities on a rota

### Clubs

- Football
- Netball
- Athletics
- Cross country
- Arts and craft
- Drama
- Coding
- Music
- Choir
- Roller skating
- Recorders.
- Homework club.

All clubs are inclusive and all SEND children are welcome.

### Communication & Interaction

Parents meetings and drop in to discuss residential trips and visits