**Special Educational Needs and Disability (SEND)**

**Annual Governors’ Report – November 2016**

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13. **Introduction**

Welcome to our SEND information report, which forms part of the Cheshire East LA local offer for learners with special educational needs or disapelity (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The governing bodies of all maintained schools and academy school priprietors have a leagal duty to publish an information report on their website about the implemention of the fovernors’ or the proprietors’ policy for student with SEND. The information report also applies to all learners who are looked after by the local authority and have SEN.

When we talk our ‘provision’, we mean what we provide in order to meet the needs of a child and help them make progress at school which is appropriate to their age.

1. **What are special educational needs (SEN)?**

At different times in their school life, a child may have special education need. The 2014 code of practice defines special education need (SEN) as: ‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.’

1. Have a significantly greater difficulty in learning than the majority of other of the same age, or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for other of the same age in a mainstream school.

If a learner is identified as having SEN, we will make provision which is ‘additional to’ or ‘different from’ that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

1. **What is disability?**

The Equality Act 2010 gives the following definition of diability:

‘A person has a disability for the pruposes of this Act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.’ This definition of diability includes children and young people with long-term health considtions such as asthma, diabetes, epilepsy and cancer.

1. **What is our approach to teaching learners who have SEN?**
2. **How do we identify and assess SEN at Marlfields Primary Academy?**
3. **How do we support learners with SEN and/or a disability at Marlfields Primary Aacdemy?**

Every teacher is required to adapt the curriculum to ensure access to learning for every child in their class. The Teachers’ Standards 2012 detail the expectations of all teachers and this is why at Marlfields Primary Academy we place such emphasis on the professional development of all staff.

Teachers use various strategies to adapt 9differentiate0 the curriculum. This might include:

* The use of IT and alternative technology;
* A variation in the degree of support for an individual learner;
* Targeted use of additional adults;
* Writing frames;
* Breaking tasks into smaller activities 9’chunking’);
* Peer support and buddy systems;
* Alternative resources;
* Simplified language;
* Extension activities to challenge the more able learner;
* Student being in our KS2 nurture / social skills group

1. **Wider collaboration**

Marlfields Primary Academy is also a member of the following :-

* Congleton educational Community Partnership Ltd;
* Aspirer Teaching School Alliance;
* Chimney House Teaching School Alliance.

Details of the work of and support for our learners and their families from these services are available on our website under ‘parntership work’.

1. **How do we know if the support we offer and provide is effective?**

Monitoring the progress of learners is an integral part of learning and following this during the year Teachers and Teaching Assistants have undertaken a variety of training over the year:

* improving teacher effectiveness at Wave 1.
* Specific training in Reading, Writing and Using Social Stories, Elklan (Speech & Language)
* Growth Mindset Research
* Same Day Intervention
* Maths Mastery
* Offering Munch and Crunch with the Reading Bunch every morning
* SENDCo attended the annual SENDCo Conference and regular SENDco Network meetings.
* The renewed focus on ‘Quality First Teaching’ ensures that, within the classroom, all children have access to a range of teaching methods, strategies and support associated with good classroom practice. Most children can and should be supported and have their needs met through normal teaching and learning strategies, modification to teaching approaches and classroom organisation or through the provision of equipment and aids. Ultimately all children should be supported as part of the class, but at times we give additional/extra support outside the classroom with Teacher or Teaching Assistant.
* Early assessment is carried out by the class teacher. Our member of staff has had training and is using the Graduated Response to SEND Support.
* At Marlfields, the emphasis is on teachers having clear responsibility for SEND. TAs are used creatively to enable teachers to work more closely and more frequently with SEND children.
* Interventions that we do use are regularly reviewed, planned by the teacher and evaluated with clear entry/exit criteria and defined outcomes.
* Systems for monitoring and tracking the progress and development of SEND pupils have been reviewed and updated. New planning formats have been introduced and a process of evaluative provision mapping has been established to support the ‘Assess/ Plan/ Do/Review’ process advocated in the Code.
* Clear guidelines have been developed to ensure record-keeping is thorough, accurate and consistent throughout all year groups. All classes have a regularly updated ‘SEND folder’ and individual children have a one-page profile, supported by appropriate strategy sheets and a School Focus Plan if appropriate.
* The SEND register has been adjusted to show all categories of need.
* Regular Pupil Progress Meetings occur for all pupils when progress is tracked against targets to identify children who are falling behind; appropriate support is allocated depending on resources available. The result is that any child can receive additional support, not only SEND children.
* The process of ‘evaluative provision mapping’ sets out, on a term by term basis, the additional support being planned and provided, and monitors its effectiveness. Completed for each class as part of the Pupil Progress Reviews, it gives an overview of provision at any one time. It will build into an evaluated record of the ‘Assess/ Plan/ Do/ Review’ model advocated by SEND Code of Practice.
* There are currently xxx children on the SEND Register (approx. xxxx%); where appropriate these have been recorded under the new category of SEND Support. This number includes x Statements of SEND; these continue to be transferred onto EHC’s (Educational health Care Plan) format according to Cheshire East’s schedule (by 2017). In addition, we have xxx ‘School Focus Plans’ in place (non-statutory) with one request for Statutory Assessment pending.
* School continues to be recognised as an **‘IQM Flagship school’**, renewed in June 2016.

All Trustees continue to oversee that provision for our children with special educational needs is effective, targeted and cost-effective and to ensure that our systems are continually developed in line with best practice in schools. There is an ‘inclusion monitoring timetable’ linked to our annual renewal of IQM Flagship Quality Mark, which governors are encouraged to use during ‘link visits’ to become more aware of how Inclusion looks in practice.

At Marlfields outcomes for pupils with SEND are good.

At the end of KS2 (Y6) 2016, SATs results show that the majority of pupils have made good progress during their time at Marlfields School, the number of children registered were as follows as SEND:-

Number of pupils with SEND statements or EHC plan 3 12%

Number of pupils with SEND without statement or EHC Plans (SEND support) 2 8%

although attainment is generally lower than that of their peers. (This group is achieving at lower than the age-related level which is to be expected for children on the SEND register). As the number of SEND pupils is relatively small, specific achievement data is not provided in this report to protect individual pupil’s anonymity.

1. **Other opportunities for learning**

All learners have equal opportunity to access extra-curricular activities at Marlfields Primary Academy and the school offers a wide range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all.

1. **Transitional support: the next steps**

Transition is a part of life for all learners. This can include:-

* Moving from Marlfields to a new secondary school;
* Moving classes or groups within school;
* Having a new teacher.

We work with learners, their parents and families, and other providers to ensure that positive transitions occur. Planning and support for transition is a particular and important element of our provision for all SEN learners. Planning for transition to Year 7 begins as soon as possible in Year 6 with visits to the local High school so that pupils can familiarize themselves with the building and staff.

1. **Contact us and have your say**

Principal: Sandra Isherwood 01260 387057

SEN Governor: Margaret Gartside 01260 387057

SENCo/Director of Inclusion Sandra Isherwood/Margare Carr

Cheshire East Responsible officer Micheal Keith

1. **Useful links**

The Cheshire East LA offer is for SEND is available on the Cheshire East Website.

The Teachers’ Standards are available at : http//tinyurl.com/Gov-Teach-Standards.