



Our School Offer

SEND Information Report

1. Introduction

The SEND Code of Practice (2015) states that:

xiii. 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 him or her.

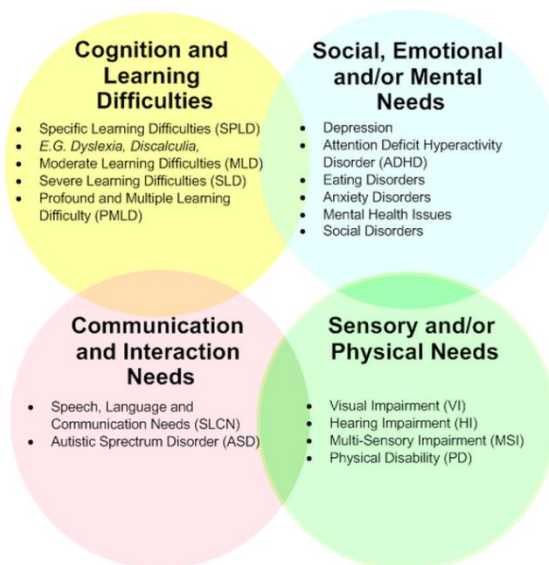
xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

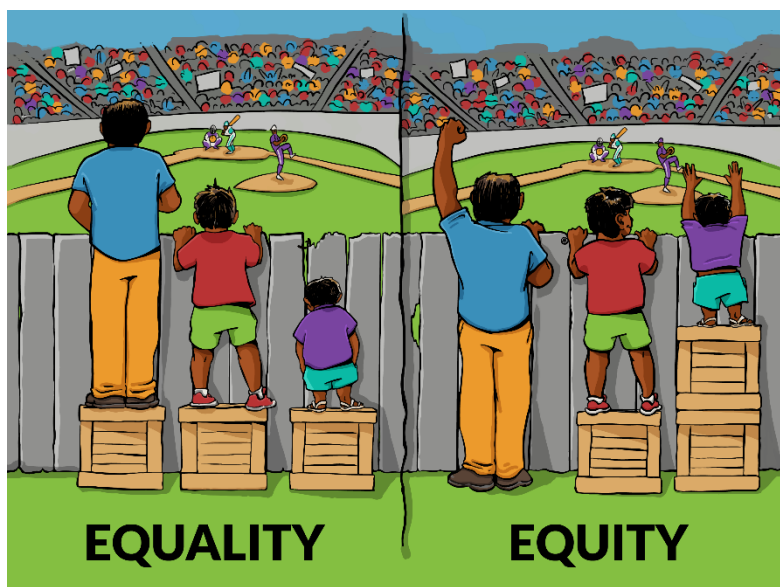
- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

The SEND Code of Practice (2015) identifies four broad areas of Special Educational Needs:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

These areas of need often overlap or co-occur.





At Markyate Village School and Nursery, we understand that every child has individual and unique needs. We are committed to inclusive education, equal opportunities and equity for all. This means putting reasonable adjustments and systems in place to ensure that every child has an equal chance for success. We continually strive to understand the challenges and barriers faced by individual children and provide additional support to help them overcome them.

We are a one-form entry primary school and currently have 208 pupils on roll. At present, 33 pupils in our school have special educational needs and/or disabilities. Of these, 6 pupils have an EHCP. The remaining 25 pupils are classed as SEND Support. Our main presenting SEND need is currently ASD. Many of these pupils may require targeted support throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

We aim to ensure that all children, whatever their needs, receive high quality educational provision and other provision within a broad and balanced curriculum. We have high expectations of all our children whatever their ability or needs and all children are given the opportunity to achieve their full potential.

At Markyate Village School and Nursery, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment e.g. Phonics screening.
- Child working below 'age expected' levels or not making sufficient progress (identified by formative and summative assessments)
- Children with an EHCP (Education Health and Care Plan) or Individual health care plan already have many of their needs clearly identified
- GP advice or concerns raised

When progress and attainment for children is identified as being significantly below curriculum related expectations or a child is struggling to access the curriculum, further adaptations and reasonable adjustments may be necessary. If a child continues to find their learning difficult, despite support and adaptations, teachers will follow the graduated approach and the Assess, Plan, Do Review cycle, as illustrated below:



What should I do if I think my child may have 'SEND'?

We value open channels of communication. In the first instance, you should always contact your child's class teacher about your concerns. They are available for a prearranged face to face or telephone appointment after school. However, if you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCO, Sarah Partridge. Appointments can be arranged in person, by phone or by email at admin@markyate.herts.sch.uk. Please see the school website for contact details.

How will the school support my child?

If a child has been identified as having additional needs in any area, the first response is to ensure high quality adaptive teaching targets their areas of need. If progress continues to be less than expected, it may be necessary for the class teacher and/or SENCO to organise additional support or targeted intervention. This support may be group or 1-1 led by a trained adult. Each class teacher creates a provision map every term to identify those children needing this extra support. Where interventions involve teaching away from the main class, the teacher retains the responsibility for the child and works closely with support staff to plan and assess the impact of the interventions, linking them back to classroom teaching. This is overseen by the SENCO,

Headteacher and the rest of the leadership team and Jacquelyn Rumsey, our school governor for SEND. This ensures that the quality of provision is regularly monitored.

How does the school know how well my child is doing?

We track and analyse the children's progress in learning against national expectations and age-related expectations on a half-termly basis. If your child has an EHCP, their learning may be tracked using the IAELD, The Engagement Model or CAPPS assessment if appropriate.

The class teacher continually assesses each child and notes any areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Nursery and in Reception and then every year through to Year 6, using a variety of different methods. Please ask the class teacher if you require any further details.

Pupil Progress Meetings are held each term between class teacher, Headteacher and SENCO. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

Where specific needs are apparent, the school is involved with a number of outside agencies who then use a range of assessments which can be used to explore a child's strengths and difficulties in more depth. They will then suggest strategies for the school and home to put in place to support the children's learning.

The Headteacher and SENCO report to the Governing Body. Our SEND governor meets with the SENCO and reports to the Governing Body. We are also monitored by OFSTED and the Local Authority.

How will the school meet my child's individual needs?

The class teacher will:

- Ensure your child makes progress through appropriately scaffolded, high-quality teaching
- Use adaptive teaching where necessary
- Make reasonable adjustments for your child as appropriate
- Adapt the curriculum where appropriate
- Follow the SEND policy and the Assess Plan Do Review (APDR) cycle
- Write and review SEND learning plans for your child if they are needed, under the guidance of the SENCO and leadership team. These also aim to capture the views of both parents/carers and the child
- Work closely with the SENCO and year group teaching assistants, to plan and assess the impact of support and interventions
- With the support of the SENCO, implement strategies and advice from any external professionals working with your child
- Link what your child learns in a learning intervention with what they learn in class so they can apply what they have learnt
- Ensure that the school's SEND guidance from the SEN report is followed in their classroom.
- Work with curriculum subject leaders to ensure reasonable adjustments can be made for pupils to ensure they can access the curriculum

Quality First Teaching should meet the needs of the vast majority of children. The five pillars of Quality First Teaching are: clear learning outcomes, high expectations, effective teaching and learning, purposeful practice and feedback, adaptable and responsive teaching. Where Quality First Teaching cannot meet the needs of a child, SEND support and guidance might be sought.

Subject	Examples of reasonable adjustment and adaptive teaching
English	Key vocabulary displayed on working wall Role play and verbalisation used extensively to support comprehension Targeted questioning Visuals used and displayed (including Communication in Print) Word mats Scaffolds used as and when appropriate Green comments or spelling corrections as appropriate to the child Small guided groups
Maths	Key vocabulary and examples of skills displayed on working wall Use of concrete materials and pictorial representation Maths mats Worked examples Small guided groups Scaffolds used as and when appropriate
PE	Adapting and adjusting activities and expectations using the STEP principle (space, task, equipment, people) Resources and information available in the 'awesome stuff' tab on GetSet4PE Visuals to support relevant steps to meet learning objective
Art	Presentations are visual and accessible for all Scaffolds in all lessons/tasks as appropriate e.g. different objects, grids to support drawing, different media, thicker pencils Activities and tasks modelled by teacher
Geography and History	Vocabulary mapped out on table resources Scaffold for tasks as appropriate Word mats Artefacts
French	Word banks where appropriate Presentations are visual and accessible for all Scaffolds in all lessons/tasks as appropriate Vocabulary and tasks modelled by the teacher
Music	Letter name notation alongside music notes Instrumental/vocal part to match their needs/abilities e.g. drone or glockenspiel with letter names Practical subject with minimal writing
PSHE	Presentations to use photographs of real objects or people where possible Key vocabulary available in every lesson Use of visuals as much as possible Scaffolds in place, including for discussion-based activities
RE	Presentations to use photographs of real objects or people where possible Key vocabulary available in every lesson Use of visuals and artefacts as much as possible Scaffolds in place

How does the school support my child's overall wellbeing?

All staff in school are dedicated to supporting the overall wellbeing of our children. Throughout the day, the class teachers and teaching assistants will regularly check in with all children to see how they are feeling. Praise and rewards are also used for all children throughout the school.

Support includes:

- Designated Mental Health Lead – Sarah Partridge (SENCO) – who works with pupils and trains staff as needed
- Protective Hands for all children in the autumn term to identify trusted adults. These are reviewed regularly
- Nurturing culture: all staff oversee nurture activities, such as regular check ins or small nurture group sessions as require
- Inclusion room (moonstone) used for children who are dysregulated, anxious or in need of support
- Use of the Jigsaw approach for PSHE, which is taught weekly
- Well-being focussed clubs such as 'chat and draw' and 'friendship club' that children can access
- Play Therapist who works with a small number of children on a weekly basis
- School led therapy such as lego therapy

How does the school manage the administration of medicines?

The majority of staff hold first aid qualifications, which are updated regularly. The school has a policy regarding Supporting the Needs of Pupils with Medical Conditions which covers the administration and managing of medicines. This policy is available on request from the school office and can be found the school website.

Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office. As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations, e.g. Epipen and Asthma training.

If your child has a medical condition, they will need to have an Individual Health Care Plan to ensure their needs are met. This will be produced through a conversation with the SENCO and a copy will be sent to your GP.

How accessible is the school environment?

Markyate Village School and Nursery is fully compliant with the Equality Act and reasonable adjustments are made for pupils with SEND wherever necessary. Most areas of the school are accessible by wheelchair, although some access will be from external doors. Accessible toilet facilities are available by the main reception and in the Upper Key Stage 2 corridor. Specialised equipment is provided where appropriate. Please see our Accessibility Policy for further information.

How will I know how my child is doing so that I can support my child's learning?

The class teacher/SENCO will:

- Be available for communication via the school playground, school office or class email address
- Speak to you at parents' evenings which are held twice a year
- Hold a learning plan meeting with you once a term if your child has SEND
- Hold a Goal Based Outcomes meeting with you once a term if your child has an EHCP. This will include an evaluation of your child's progress
- Annual Review if your child has an EHCP
- Reading records from Reception – Year 3
- Newsletters
- Meet the Teacher presentations
- Celebration assemblies
- 2 sentence update (a short summary of autumn term progress)
- Open evening (once a year)
- End of Year report
- Google Classroom messages and updates
- Meetings with the SENCO and external professionals

How are the school's resources allocated and matched to children's special educational needs?

Each financial year, the school is allocated its SEN budget within its overall budget. The money is used to provide additional adults and resources to support all children with SEND. In exceptional circumstances, to support children and young people (CYP) with emerging high needs or for CYP who have needs that fall outside the EHCP process, an application for additional funds, Local High Needs Funding can be submitted. A Local High Needs Funding panel, using a Banding tool and descriptors completed by the school, determine the amount of funding to be allocated. This is a short term measure and usually awarded for between one and three terms.

How will my child be included in activities outside the classroom, including school visits?

We will provide the necessary support and reasonable adjustments to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school visit, depending upon the child's individual needs. In the event of a residential trip, your child can attend for the day instead of overnight if required. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, if possible. Where the outings are run by outside agencies, they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

How will the school prepare and support my child to join the school or transfer to a new school?

We understand that transition to a new learning environment is a big step and, for some children, a source of anxiety. In addition to the whole school transition procedures at the end of term, it may be necessary to put an additional transition plan into place for your child. This would include a meeting between the parent, current class teacher and receiving class teacher.

Moving to a new year group within the school:

- Annual transition day when pupils meet the new teacher within their new classroom. Additional visits can be organised if necessary
- Handover meetings are organised. The class's current teacher meets with the new teacher to share knowledge of each child's individual needs and successful support strategies
- For some children, we send a booklet home, with photographs of the relevant staff, classroom and school environment, to increase familiarity and reduce anxiety
- Meetings with appropriate outside agencies will be held if necessary

Secondary transfer:

- A series of focused sessions are held in school to prepare Year 6 for secondary school
- The Year 7 staff meet with the children who will be going to their school to explain the transition and answer any questions
 - Year 6 teachers meet with the Head of Year and/or Year 7 teachers
- Our school SENCO will meet with the secondary schools' SENCO
- Annual transition day
- Extra secondary visits can be arranged, according to the needs of the child

What specialist services and expertise are available at or accessed by the school?

- School Nursing Team
- DSPL8
- Ask SALI Team
- Attendance Team
- Specialist Advisory Teachers for all areas of SEND
- Speech and Language Therapist
- DESC Outreach
- DESC Haven
- Woodfield Outreach
- PALMS
- Play Therapy
- Greenside Outreach
- STEP2/CAMHS
- Children's Services

What training have the staff supporting children with send had or are currently having?

Staff are trained in basic First Aid, safeguarding, online safety, Therapeutic Thinking and the principles of restorative justice. We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way and training courses are offered from DESC (Dacorum Education Support Centre), SEND advisory teachers, Play Therapist, Mental Health Support Team, Speech and Language Therapy team and other outside agencies as well as Hertfordshire County Council.

The SENCO:

- Is a qualified teacher
- Has completed the NASENCO Award
- Is a Therapeutic Thinking tutor
- Is a trained DDSL
- Is the trained Designated Teacher for looked after children
- Engages with ongoing advice from external services
- Is Number Stacks trained
- Is Read Write Inc trained
- Has undertaken Understanding Autism Training
- Is trained in VSEND
- Has undertaken Attachment and Trauma Training (ARK) (Virtual School)

Staff have received the below training as relevant to their post:

- Regular training from the SENCO on Assess Plan Do Review
- Therapeutic Thinking training
- Attachment and Trauma Training (ARK)
- Makaton
- Autistic Spectrum Condition (including Level 1)
- Narrowing the gap for achievement
- Providing challenge in Maths (KS1 and KS2)
- Supporting dyslexic children in maths
- Developmental Co-ordination Disorder (Dyspraxia)
- Protective behaviours
- Speech and Language including SCERTS training and Understanding Speech, Language and Communication needs and strategies
- Solutions for pupils with fine motor difficulties
- Working with hearing impaired pupils
- Families First Assessment (Early Help Module)
- Virtual Schools
- SEND updates including information on the Code of Practice
- Number Stacks
- Using Numicon to support maths learning
- Social communication skills
- Early identification of SpLD
- Down Syndrome education training course
- Supporting and developing writing skills with SpLD pupils

Who can I contact for further information?

General information and policies relating to SEND can be found on the school website, including within the **Inclusion policy**.

Further information is available from the SENCO or Headteacher.

The school has a **Complaints policy**, which is available from the school office.

If you would like more information on joining the school, please contact the school office for further information about the school and to arrange a meeting with the head teacher, in the first instance.

Tel: 01582 840357 or admin@markyate.herts.sch.uk

How Can I Find Information About The Local Authority's Local Offer Of Services And Provision For Children Or Young People With SEND?

Information on Hertfordshire County Council's Local Offer which outlines services available for children and young people who have SEND, can be found at: www.hertsdirect.org/localoffer

