

## LB TOWER HAMLETS: SCHOOLS SEND REPORT

<b>Marner Primary School</b>
<b>HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES</b>
<b>Our vision and how we hope to achieve it</b> At Marner we believe in working together to enable all children to become resilient, lifelong thinkers and learners. As teachers we work hard to support all the children in our school to be the best they can, including all children with special educational needs or disabilities.
<b>Type of school we are</b> We are a Primary Community School, 3 – 11 including nursery. We are 90 children in each year group, reception to year 6.
<b>Our Ofsted rating</b> Our Ofsted rating is Good
<b>How we give pupils a voice</b> We encourage all members of the school community to communicate with school staff. There is an active School Council. There is a full time parent engagement worker and a wide range of classes and activities for parents on offer.
<b>How we know if a child has special educational needs</b> Reception and Nursery home visits are made to help identify any needs the children may have before they start school. We work closely with families in the EYFS in order to identify any children with SEN. There is a Nursery stay and play as well as communication with the Children's Centre and local nurseries. Regular assessment and monitoring procedures continue throughout the children's time at school to look out for any special needs that develop later. We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns.
<b>What we do to help children with special educational needs</b> Marner has developed a wide range of ways to support children with different special educational needs or disabilities. This is how we plan support: <ul style="list-style-type: none"><li>▪ First we identify what the particular problem is. Then we meet with parents to discuss their child's needs.</li><li>▪ We agree a programme of support that is carefully targeted on the particular area or difficulty. This describes what we will do to support a child and what we hope the support to achieve.</li><li>▪ To see whether the support is helping we set a time-frame and we review how things are going.</li></ul> We have a number of literacy and numeracy intervention programmes that are offered. Children are assessed at the start and end of programmes so that progress can be measured.
<b>How we adapt our teaching for children with special educational needs</b> Children with special educational needs are taught alongside other children but lessons are designed so that all the children in the class learn and make progress. We do this by planning what's called 'differentiated' lessons in which for example both a child with special educational needs and a very able child have different learning goals within the lesson. Every class teacher is involved in planning, monitoring and providing support for pupils with in their class including children with special educational needs.
<b>How we decide what resources we can give to a child with special educational needs</b> Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the Special Educational Needs Coordinator in consultation with a child's class teacher and parents /carers. Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them eg by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

#### **How we check that a child is making progress and how we keep parents informed**

We work hard to maintain good home/school links and parents. We have a weekly newsletter with general news about the school. We have a parents'/carers' evening twice a year and we send all parents/carers a report about their child's progress once a year.

Pupil progress meetings are held termly within the school so that the progress of each child can be closely monitored.

#### **Support we offer for children's health and general wellbeing**

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and wellbeing.

If a child has a particular difficulty, their class teacher will have help from colleagues eg teaching assistants, the school nurse or the Special Educational Needs Coordinator (SENCO) to help support the child.

Marners School has clear anti-bullying and behaviour policies.

Our Golden Rules and SEAL curriculum help to promote positive behaviour.

If a pupil has particular behavioural difficulties, we have a Behaviour Support Programme designed to identify the cause of the problem and support the child to avoid the pupil disrupting his/her own or others' learning and prevent exclusion. Our school council has class representatives from each year group which meet regularly to discuss issues that the pupils wish to raise about any aspect of school life.

Medical needs are met through Asthma cards or the school nurse produces care plans for individual children.

There is a school social worker one day a week, support from two learning mentors.

The Attendance Welfare Officer and Assistant Head teacher work closely together to promote good attendance which is regularly celebrated.

#### **Specialist external services we use when we think extra help is needed**

Sometimes a child will have needs that would benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from

- Speech and language therapy
- Occupational therapy
- Child psychology
- Attendance welfare
- Hearing-impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social care
- Police Community support
- Disabilities Team
- Parents Advice Centre
- Autism Outreach services

We always communicate with parents if we think additional support is required and before we contact other specialists.

Phoenix school provide a satellite class, which is housed in the main building.

#### **The training our staff have had or are getting**

Every year we have 5 staff training days. There may be focuses on special educational needs at staff meetings to make sure that every teacher

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs

- understands how important it is to work closely with parents/carers

All staff (not only teachers) are required to attend training.

Special Needs Assistants have had ELKLAN training to support speech and language interventions. Twilight sessions at Phoenix, including speakers on autism to raise awareness of staff and parents.

#### **How we include children in activities and school trips**

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided. We always consult with parents/carers before arrangements are finalised. We encourage children to attend breakfast and after school clubs with support if needed.

#### **Our school environment**

Although a Victorian building, alterations have been made to accommodate a range of needs. It meets all access requirements. There are accessible toilets available on various floors, one being adjacent to parents' room. There is a wheelchair accessible lift to all floors. There is a medical room with a changing couch.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services for example Occupational Therapy.

#### **How we prepare for children/young people joining our school and leaving our school**

The EYFS staff plan for a smooth transition from home/other preschool settings to Marner Nursery with home visits, stay and play sessions and information for parents. Transition work takes place between nursery and reception and then between reception to year one.

We also ask parents to let us know if their child has a disability or they feel their child has any special needs so that we can make sure the right support is in place for their child.

We have Year 5 visits to local secondary schools as well as a secondary club where children have taster art, science and technology lessons.

Secondary transfer consists of a taster day at their new school. The learning mentor works with particular children around transition to their new schools.

Children with Statements had an extended series of visits to their new school over the summer term.

#### **How parents are involved in school life**

At Marner we believe in working with parents/carers as partners and we hope that our parents will share that belief.

We are always ready to speak to parents about any concerns they have about their child.

We have a parental engagement worker who organises parent voice sessions.

There is an active Parent/Teacher Association and parents/carers are represented on the school's Governing Body.

When we write to parents/carers, we always try to write in plain English.

We have a range of staff that help with interpreting when needed.

#### **Who to contact for more information or to discuss a concern**

- Your child's class teacher
- The Special Educational Needs and Disabilities Coordinator (SEND CO), Ms Page
- A senior member of staff – Ms Long, Deputy Headteacher or Mr Hague, Headteacher
- Governing Body –Helen Witty (Chair)

If in doubt, ask the school Reception.

The school telephone number is 0207 987 2938

**Our offer to children with special educational needs and disabilities was prepared in July 2016**

**It will be reviewed in July 2017**