



Special Educational Needs and Disabilities School Information Report 2024-25

Our school	<p>Markeaton Primary school is an enhanced resource mainstream school that provides education for approximately 420 pupils aged between 4-11 years. Currently there are 23 children with EHCPs.</p> <p>We are an inclusive school that celebrates diversity.</p>
What is SEND and SEND support?	<p>The Code of Practice 2015 states that:</p> <p><i>‘A student has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children and Young People of the same age’</i></p> <p>Many children will have special educational needs of some kind during their time in education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily.</p> <p>Children will receive targeted SEN support or Specialist SEN support through the graduated response.</p> <p>Targeted SEN support: this is the first stage if the SEN Graduated Response and the adaptations that are made are internal to the school.</p> <p>Specialist SEN support: this is required when Targeted SEN support is not sufficiently meeting a child’s needs. This decision will be made working with adults who work closely with the child and parents/carers. It means that the SENCO has made the decision to involve external agencies. The Class Teacher will write an MEP for your child which will be reviewed regularly.</p>
Special Educational Needs that are provided for at Markeaton Primary School.	<p>There are 4 areas of need as laid out in the SEND Code of Practice 2015:</p> <p><u>Communication and Interaction</u> e.g. children who need support expressing themselves and interacting with others.</p>

	<p><u>Cognition and Learning</u> e.g. Children who need extra support with reading, writing, maths and other lessons.</p> <p><u>Social, Emotional and Mental health difficulties</u> e.g. children who need support socialising with others and controlling their emotions.</p> <p><u>Sensory and Physical needs</u> e.g. children who need support in managing their senses and/or physical disability sight or hearing loss.</p> <p>A child may need support in more than one of these areas.</p>
<p>Identification and assessment of pupils with SEND</p>	<p>According to the SEND code of Practice 2015 a child has SEND:</p> <p><i>‘where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age’.</i></p> <p>Pupils are identified as having SEND, and their needs assessed, through:</p> <ul style="list-style-type: none"> • Information passed on from nursery or different schools. • EYFS and KS1 results and baseline data. • Interventions not showing impact. • Pupil premium interventions not showing impact. • Referrals from parents. • Feedback and observations from teaching staff and teaching assistants. <p>From these we can identify children that are making less than expected progress given their age and individual circumstances. Consideration is also given to pupils who are Looked After or Previously Looked After by the Local Authority and/or eligible for Pupil Premium.</p> <p>When deciding whether to make SEND provision a meeting will be held between the SENCO and the Class teacher.</p> <p>Parents/carers will be notified and the following will be discussed:</p> <ul style="list-style-type: none"> • Areas of strength and need. • Parent/carers concerns. • Referrals to be made to outside professionals to support learning or mental health.

Provision for pupils with SEND	Assessment tracking and pupil progress meetings are completed every term and adaptations made if necessary.
The effectiveness of provision for pupils with SEND	<p>Both MAGS and the Birmingham SEND Toolkit are tracking systems that are in place.</p> <p>There is an annual report to the Governing Body and the SEND information report is posted on the website.</p>
Arrangements for assessing and reviewing pupil progress towards outcomes.	<p>When a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place.</p> <p>Pupils with SEND will go through a four-part cycle of assess, plan, do, review. This will include:</p> <ul style="list-style-type: none"> • A graduated approach. • An MEP (multi element plan). • Data tracking using either MAGs assessment, VSEND tool (from Local Authority) or the Birmingham Toolkit. • Observations and follow up. • Involvement of an outside agency*. • Review of interventions and their progress. • Parent/Carer review meeting. <p>*Outside agencies can include Speech and Language Therapy, Educational Psychologist and Paediatricians. These will help to support school and parents/carers to understand a child's needs.</p>
The schools approach to teaching children with SEND	<p>Staff have high expectations for all the children in their class. Provision for children with SEND include:</p> <ul style="list-style-type: none"> • Quality first teaching, with appropriate differentiation where necessary. • Extra adult support where appropriate. • Carefully matched interventions to enhance teaching. • Adapted resources where required. • Pupils may be taught as part of a class, small group or individually depending on the activity.
Adaptations to the curriculum	<p>There is a broad and balanced curriculum with full entitlement and access.</p> <p>The learning environment may also be adapted by:</p> <ul style="list-style-type: none"> • Adapted planning. • Differentiated resources and teaching styles. • Appropriate choices of texts and topics to suit the learner. • Additional adult support. • A revised daily timetable to suit needs if necessary. • Outdoor learning opportunities whenever possible.

Additional support for learning available for pupils with SEND	<p>The following strategies are in place at Markeaton Primary School:</p> <ul style="list-style-type: none"> • Access to school Learning Mentor Marie Ball 4 days a week. • Sensory room. • Extra rooms for smaller or individual work. • Use of Clicker 8, accelerated reading and other IT resources. • Visual timetables in all classrooms. • Now/next boards and individual visual timetables where appropriate. • Sensory toys/cushions and supports where necessary. • Hub club used at lunch time to aid children with social and communication difficulties. • Community room during the day with access to groups such as supergirl, legotherapy, mindfulness, cookery. • Forest schools. • VI resources. • Sandfiled sound system for HI pupils. • One page profiles to help support individual children.
How the school enables pupils with SEND to engage in the activities of the school together with children who do not have SEND	<p>The ground floor of the building is accessible to all pupils with SEND.</p> <ul style="list-style-type: none"> • There is wheelchair access to the main entrance. There is access to disabled toilets and a lift to access the second floor of the school. • Extra-curricular provision is accessible to all children including those with SEND. • All children have equal opportunity to go on school visits including residential trips. Risk assessments are carried out prior to activities. Some children may need an individual risk assessment, this will be written in consultation with Class Teacher, SENCO, Learning Mentor and parents/carers. <p>For more information on access plans please find our full Accessibility Targets on the school website.</p>
Support that is available to improve Social, Emotional and Mental health of pupils with SEND	<p>A robust safeguarding policy is in place throughout the school. Pupils health and wellbeing is of paramount importance.</p> <p>The wellbeing of the pupils is supported by:</p> <ul style="list-style-type: none"> • The class teachers, teaching assistants, SENCO, learning mentor, midday supervisors, the office staff and the senior leadership team. • We provide a lunchtime 'Hub Club' for children who need support during longer free play sessions. The Learning

	<p>Mentor plays a pivotal role in pastoral care alongside the SENCO and emotional and wellbeing leader. She works with children across the Key Stages fostering skills such as promoting positive relationships, building confidence and self-esteem which is needed to develop a child emotionally and academically.</p> <ul style="list-style-type: none"> • Personal care is conducted discreetly with dignity and fostering independence where possible.
Information regarding staff in relation to children with SEND	<p>Our Inclusion Manager/SENCO Emma Balfour has the National SENCO Qualification.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the school's SEND policy and information report. • Coordination for the support for children with SEND. • Updating the school SEND register. • Providing specialist support for teachers and support staff to enable progress. • Apply for EHCP's when necessary and conduct annual reviews to ensure targets are current. • Involve parents/ carers in their child's progress and learning. • Link with outside agencies. • 8 members of staff are autism champions, teaching assistants have had Clicker 8 training. • Access arrangements are made for National Curriculum tests. • Staff undertake SEND CPD as and when appropriate and are encouraged to seek further CPD relevant to the children currently in their care. • School provides training and support to enable all staff to improve their teaching and learning of pupils including those with SEND. • Teaching assistants also have expertise in a variety of areas such as ASD/ADHD/SALT and use of manipulatives. • A variety of services are accessed to ensure staff skills match the needs of the current pupils.
Arrangements for consulting parents and children about the education and support around SEND	<p>We recognise the importance of communication with parents/carers. School do this through:</p> <ul style="list-style-type: none"> • Telephone. • Email. • Parents evenings. • Annual reviews. • MEP reviews and targets. • Inclusion Officers. • SEND parent coffee mornings.

	<ul style="list-style-type: none"> • School website and useful links. <p>Parents are encourage to have an active and valued role in their child's education. There is a focus on strengths as well as areas of agreed need.</p> <p>If you have any concerns in the first instance please speak to the class teacher. Any further assistance needed please contact the SENCO.</p> <p>We value the views of children and encourage them to express their ideas and vision. This is usually carried out through meetings of the school council. If a child has an EHCP their views will be added on the annual review. Children have regular meetings with their key worker. Where appropriate pupils are involved in reviewing and monitoring their own progress.</p>
Arrangements made by the Governing Body relating to complaints from parents/carers of pupils with SEND	<p>All concerns about provision for children with SEND are to be made using our school Complaints Policy found on the school website.</p> <p>If you wish to complain, we always suggest you come and speak to us first to try and resolve any issues. In the unlikely event a concern is not resolved you can complain to the Chair of Governors of the school.</p>
Support services for parents of pupils with SEND	<p>Within the school your child can be supported in the following ways through the school budget:</p> <ul style="list-style-type: none"> • Teachers. • Teaching Assistants. • Inclusion Officer. • Learning Mentor. • Education Welfare Officer. • Educational Psychologist. • Bridge the Gap counselling. • School health. <p>The following services are paid for by the local Authority:</p> <ul style="list-style-type: none"> • STEPS. • Speech and Language therapy. • Occupational therapy. • Social Care. • Physiotherpay. • CAMHS/Building Sound Minds. • Support for Hearing, Physically and Visually impaired. • SENDIASS. • Behaviour Support Service.

	<p>For more information and support please visit the Local Offer</p> <p>www.derby.gov.uk/sendlocaloffer</p>
<p>Arrangements for supporting pupils with SEND in a transfer between phases of education</p>	<p>Transitions for a pupil with SEND and their families can be difficult we take steps to ensure this is as smooth as possible.</p> <p><u>If your child is moving schools:</u></p> <ul style="list-style-type: none"> • We will contact the school SENCO. • Forward all records about your child ASAP. <p><u>Moving classes within school:</u></p> <ul style="list-style-type: none"> • Pass on all relevant information to new staff. • Pass on resources. • Visits to new class before move occurs. <p><u>Transfer from nursery:</u></p> <ul style="list-style-type: none"> • Visit to school three times minimum. • Parent information shared with class teacher. • Records shared from nursery. • School staff to visit nursery when possible. • Transition meetings with SENCO. <p><u>Transition from KS2-KS3</u></p> <ul style="list-style-type: none"> • Secondary staff to meet pupils in school. • Extra transitions to school with Learning Mentor/SENCO. • Record and information sharing. • Transition meetings Y6 staff.
<p>Name and contact details of key staff in school</p>	<p>Inclusion Manager/SENCO</p> <ul style="list-style-type: none"> • Emma Balfour • Senco@markeaton.derby.sch.uk • 01332347374 <p>SEND Governor:</p> <ul style="list-style-type: none"> • Laura Martin • lmartin@markeaton.derby.sch.uk <p>Headteacher:</p> <ul style="list-style-type: none"> • Ian Johnson • Head@markeaton.derby.sch.uk • 01332347374

Glossary of Acronyms

ASD	Autistic Spectrum Disorder
ADHD	Attention deficit hyperactivity disorder
CAMHS	Children and Adolescent Mental Health Service
EHCP	Education health Care Plan
EP	Educational Psychologist
EWO	Education welfare officer
HI	Hearing Impaired
KS1	Key stage 1
KS2	Key Stage 2
MEP	Multi Element Plan
PI	Physically Impaired
SALT	Speech and Language Therapy
SEMH	Social Emotional and mental Health
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs
VI	Visual Impairment