

# Special Educational Needs Information Report

## Autumn 2023

All schools are required to develop and publish a Special Educational Needs and Disability Information Report (paragraph 6.79 of the SEN Code of Practice)

School	Martins Wood Primary School
Head of Inclusion	Helen Jewitt
SENDCo	Chris Harris
Contact details	01438 222602 <a href="mailto:inclusion@martinswood.herts.sch.uk">inclusion@martinswood.herts.sch.uk</a> SENDCo@martinswood.herts.sch.uk

### **How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

Martins Wood Primary School takes great care to ensure that they are meeting the needs of all pupils, including the provision of extra support where required. The school makes this judgement through:

- Obtaining information from parents, other settings and outside agencies.
- Close monitoring of pupils at school through observations, feedback and marking, moderation, assessment and data analysis.

If you think your child has additional needs, you should contact their class teacher in the first instance, via the school office. The class teacher will advise you and if necessary, refer you to Mr Harris (SENDCo). An appointment can be made with any member of staff via the school office: [admin@martinswood.herts.sch.uk](mailto:admin@martinswood.herts.sch.uk)

### **How will school staff support my child?**

Children are supported in a wide range of ways to suit each child's unique needs;

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can support the needs of your child in lessons where necessary.
- Specific resources and strategies will be used to support your child, both individually and in groups.
- Planning and teaching will be adapted daily, if needed, to meet your child's learning needs.
- Children will be taught in ability sets for English and maths.
- Learning is adapted to meet the needs of the children.

- Staff are available to support children throughout the day including unstructured times. Midday Supervisors support the children every lunchtime and members of the senior leadership team are on lunchtime duty each day, both inside and outside.

### **How will I know how my child is doing?**

Martins Wood Primary School prides itself on its excellent communication with parents. The school has an open door policy and welcomes communication between parents and staff.

Parent consultation evenings take place twice a year. Each child receives an annual school report at the end of the year and an interim report in the autumn and spring term,

Your child's progress is continually monitored by their class teacher. If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and will:

- listen to any concerns you may have
- plan any additional support your child may receive

Parents may request an informal phone call or more formal meeting about their child with the class teacher or SENDCo at any time via the school office at [admin@martinswood.herts.sch.uk](mailto:admin@martinswood.herts.sch.uk)

The SENDCo or Head of Inclusion will discuss with you any referrals to outside professionals to support your child's learning.

In addition to the school's regular communication with parents, some assessments are reported formally to the government and reported nationally. These include;

- At the end of each key stage (i.e. at the end of years 2 and year 6) when children are required to be formally assessed using Standard Assessment Tests (SATs).
- The national phonics screening in Year 1.
- The times tables screening in Year 4.

The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. Children younger than five will have their plan formally reviewed every six months.

## **How will the learning and development provision be matched to my child's needs?**

At Martins Wood School we recognise that each child is unique and requires provision matched to their ability to ensure aspirational targets are set, met and further developed. We develop each child's educational programme in the following ways:

- Each child is assessed termly in each area of the curriculum to ensure targeted planning and teaching, allowing them to make the most of their potential.
- Children with Special Educational Needs, will have a personalised learning plan (PLP) for school staff to follow. These are reviewed with teachers, pupils and parents.
- Children with medical needs have a pupil profile and care plan in place (if appropriate) written by the Health Manager alongside parents and medical professionals.
- Children with Special Educational needs or medical needs may have a record of Reasonable Adjustments that is shared with all staff to ensure a consistent approach.
- Class Teachers meet with the Head of Inclusion to map provision for children as part of termly Pupil Progress meetings.
- All children with Special Educational Needs have their attainment individually tracked and monitored by the Head of Inclusion.

Support for all children in Martins Wood Primary School is looked at in a tiered approach. The tiers are Universal, Targeted and Specialist.

### **All children have quality first teaching (Universal)**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the Head of Inclusion, SENDCo or outside professionals) are in place to support your child to learn.

### **Some children who have gaps in their understanding will be offered an intervention (Targeted)**

The group may:

- Run in the classroom or outside.
- Be run by a teacher or a teaching assistant who has had training to teach these sessions.
- Take place within, before or after the school day.

- Be delivered as 1:1 or small group sessions.

For your child this would mean that they will engage in sessions with specific targets to assist them to make accelerated progress. These targets are tracked and monitored by the Head of Inclusion.

### **A small number of children may require outside agency support (Specialist)**

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs more effectively and improve the support offered by the school.

The specialist professional will work with your child to understand their needs and make recommendations.

If you feel that your child requires a referral to an outside agency this can be discussed at any time with the Head of Inclusion or SENDCo.

### **A very small minority of pupils with significant, complex needs may have an Education, Health and Care Plan (previously known as a statement of Special Educational needs)**

For your child this would mean:

- Parents can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. This request is most often a joint request from parents and school but can be made solely by parents.
- Once the Local Authority have received the application, they will decide whether they think your child's needs seem complex enough to require a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support in place and may make further suggestions.
- The Local Authority will decide if your child's needs are complex, significant and long term enough to require an Education Health Care Plan. If so, specific targets will be written, and a plan formulated; this plan will then be reviewed annually by parents and all the adults working together for your child's education. Reviews for children under 5 years old will be held every six months. Your child's views will also be sought and included in the plan.

### **What support will there be for my child's overall wellbeing?**

At Martins Wood School all adults are supportive of childrens' wellbeing. Specific adults who work with pupils to support their wellbeing are our:

- Class teachers

- Head of School (Wellbeing Lead)
- Head of Inclusion
- SENDCo
- SEN Teaching Assistants
- Assistant Heads for Inclusion
- Assistant Head for Attendance
- Assistant Head for Personal Development
- Health Manager
- Stevenage Education Trust (SET) Family Support Worker

The following pastoral interventions can be offered to children where school staff and parents feel there is a need for additional support:

**Mental Health:**

- Anxiety
- Anger Management
- Resilience
- Self-esteem

**Wellbeing/Behaviour/Safeguarding:**

- Brick Club
- Drawing and Talking
- Protective Behaviours

**Pastoral:**

- Peer Mentors/Mentees
- Transition sessions
- Lunchtime wellbeing drop-ins daily

If your child requires additional wellbeing support a referral can also be made to an outside agency such as:

- School Nurse
- Families First Assessment
- Family Support Worker
- North Herts Emotional Health in Schools Service (NESSie)
- Children and Adolescent Mental Health Service (CAMHS)

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

Many outside agencies operate a tiered system. In order for a referral to be accepted, criteria must be met and a period of school support is likely to be needed first. The Head of Inclusion or SENDCo will discuss this with families before referrals are made. Some of the outside agencies we access for our children include, but are not limited to:

- Educational Psychologist Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physical Therapy Service
- Autism Advisory Specialist teachers
- Larwood Outreach (Behaviour)
- Greenside Outreach (SEND)
- Early Years Specialist Teachers
- Attendance Officer involvement
- School Health Services
- Family Support Worker
- Visual Impairment/Hearing Impairment/ Physical Impairment Service
- Children Adolescent and Mental Health Service

**What training have the staff supporting children and young people with SEND, had or are having?**

Martins Wood School appreciates the benefit that good quality professional development has on outcomes for our pupils:

- The school has a scheduled plan of staff meetings for all staff to improve the teaching and learning of children including those with Special Educational Needs and Disabilities. The Head of Inclusion and SENDCo provides training on Special Educational Needs issues such as the SEN Code of Practice, creating a dyslexia friendly classroom, use of teaching assistants, etc.
- Teaching Assistants receive training to support the children they are working with such as Autism training or Visual Impairment awareness.
- Outside agencies provide regular training linked to high incidence Special Educational Needs, such as Zones of Regulation training for pupils with Autism. They also support us with meeting the needs of specific pupils, for example modification training for staff working with visually impaired pupils.
- All staff have safeguarding, Hertfordshire STEPS behaviour training and first aid training.
- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example, training in the use of adapted materials by the Greenside Outreach Team. Teaching Assistants receive training to support the children they are working with such as Autism training or Visual Impairment awareness.
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### **How will you help me to support my child's learning?**

At Martins Wood School we aim to work with all stakeholders to support the education of our young people and provide support for learning at home in a variety of ways:

- The class teacher is available to discuss your child's progress or any concerns you may have. We have an open-door policy and value conversation with parents.
- The Head of Inclusion or SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment.
- All information from outside professionals will be discussed with you, or where this is not possible, will be provided in a report.
- Opportunities to attend events to support your child are shared on the school newsletter. There are many helpful resources on the school website to support families in working with their children

[Special Educational Needs and Disabilities | Martins Wood Primary School](#)

### **How will I be involved in discussions about and planning for my child's education?**

Parent voice is an essential part of the Assess, Plan, Do, Review process. The school will always take on board parental opinion. Parental voice is formally gathered:

- At parent consultation evenings
- In our personalised learning plans
- In Education, Health and Care Plans and annual reviews

### **How will my child be included in activities outside the classroom including school trips?**

All pupils are included in school trips, residential and other extra-curricular activities. Thoughtful consideration is given to the trips chosen to ensure that they are inclusive and do not present barriers to any of our pupils. If necessary children will have personalised risk assessments and reasonable adjustments, including additional support, to prevent the exclusion of any pupil. Examples would include adjusting activities such as children staying for part of a sleepover or residential, ensuring medication can be given by staff or parents as appropriate, ensuring that appropriate food choices are provided, etc.

Opportunities for all pupils may include:

- School sleepover in Year 3
- Residential trips in Y4,5,6
- A wide variety of after school clubs

## How accessible is the school environment?

The following features are part of the school environment:

- Disabled toilet facilities
- Disabled spaces in carpark
- Health Manager on site with dedicated room
- Appropriate equipment, aids and resources provided for children with disabilities such as specialist furniture, toilet frames, dyslexia friendly resources, etc.
- Appropriate resources provided for children to support their learning such as wobble cushions, chair bands, specialist stationary including pens, pencils and scissors, writing slopes, etc.

Martins Wood Primary School works closely with outside services such as Occupational Therapy and the Visual Impairment Service to regularly audit the school for the needs of pupils with specific needs and to plan in-line with their recommendations.

Martins Wood Primary School has an Accessibility Plan in compliance with paragraph 3 of schedule 10 to the Equality Act 2010 which can be found on the school website.

[Special Educational Needs and Disabilities | Martins Wood Primary School](#)

## Who can I contact for further information?

- Class Teacher, via the office [admin@martinswood.herts.sch.uk](mailto:admin@martinswood.herts.sch.uk)
- SENDCo [SENDCo@martinswood.herts.sch.uk](mailto:SENDCo@martinswood.herts.sch.uk)
- Head of Inclusion [inclusion@martins.herts.sch.uk](mailto:inclusion@martins.herts.sch.uk)

Policies and other statutory documents relating to Special Educational Needs can be found on our website

[Special Educational Needs and Disabilities | Martins Wood Primary School](#)

## How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At Martins Wood Primary School robust transition programmes are in place between year groups, key stages and settings. We recognise that transitions can be challenging for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is joining us from another school:
  - We will contact you to find out about your child and the best ways to support them.
  - We will contact their previous school to find out what they found successful in supporting your child.
  - We will offer you and your child a tour of the school.



- We will provide your child with a photo transition booklet.
- If your child is moving to another school:
  - We will pass on any records and contact the school to ensure they know about any special arrangements or support that need to be made for your child.
- If your child is moving year group within school:
  - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND information will be shared with the new teacher.
  - Your child may have a transition photo booklet and be part of a transition group.
- In Year 6:
  - The Class Teacher/Head of Inclusion/SENDCo will discuss the specific needs of your child with their secondary school.
  - Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school. In some cases staff from the new school will visit your child in this school.

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

**How is the decision made about how much support my child will receive?**

The Executive Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the local governing body, based on current needs of pupils within the current school cohort.

The Executive Head Teacher and the Head for Inclusion discuss all the information they have about children with special educational needs and disabilities in the school, including:

- Children who are already in receipt of support
- Children who have Higher Needs Funding allocations
- Children who require extra support
- Children who are being monitored for referral for extra support
- Children who have been identified as not making as much progress as would be expected

The Executive Headteacher will use this information to decide what resources, including training and staffing, as well as equipment is needed.

- All resources, staffing, training, equipment and support are reviewed regularly, and changes made as needed.

**How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Further information can be found on Hertfordshire's Local Offer.

- [The Hertfordshire Local Offer](#)

You can also contact the SEND Department.

- Contact SEND department  
Robertson's House  
Six Hills Way  
Stevenage

The link SEND Officer for Martins Wood Primary School is Jessica Westbury.

**How can I make a complaint about provision for my child?**

If you would like to make a complaint our Complaints Policy can be found on the policy page of our website here;

[Policies | Martins Wood Primary School](#)

**What are the admission arrangements for disabled pupils?**

Hertfordshire County Council is responsible for admissions to the school. They provide a useful resource on school admissions for parents here;

[Choosing the right school for your family \(hertfordshire.gov.uk\)](#)

## Support at Martins Wood School

Support for pupils may include but is not limited to:

Universal	Targeted	Specialist
<ul style="list-style-type: none"> <li>• Adapted curriculum planning activities, delivery and outcome</li> <li>• Broad and balanced curriculum</li> <li>• Differentiated pace to suit different lessons</li> <li>• Visual aids and modelling</li> <li>• Visual timetables</li> <li>• Multisensory teaching approaches: visual, audio and kinaesthetic</li> <li>• Differentiated questioning</li> <li>• Thinking time</li> <li>• Use of writing frames</li> <li>• Table based resources-rulers, number lines, high frequency words</li> <li>• Resource 'grab bags'</li> <li>• Brain gym</li> <li>• Makaton/signing</li> <li>• Seating</li> <li>• Talk partners</li> <li>• Access to teacher or TA during independent learning time.</li> <li>• Success Criteria</li> <li>• Communication Friendly Classrooms</li> <li>• Peer and self-assessment</li> <li>• Whole school and class behaviour policy</li> <li>• Interactive/informative displays</li> <li>• Parent workshops, parent consultation, reports, open evenings</li> <li>• Adapted home learning</li> <li>• Guided reading/guided writing</li> <li>• Buff books/resources</li> <li>• Matte laminated resources</li> <li>• Wellcomm Screening</li> <li>• Transition process</li> <li>• Cued articulation</li> <li>• STEPS behaviour</li> <li>• Task plans</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised learning plans</li> <li>• Protective behaviours</li> <li>• Phonics intervention</li> <li>• Small group support for behaviour</li> <li>• Small group support for Social Skills</li> <li>• In class EAL support</li> <li>• In class behaviour support</li> <li>• Individual reading Key stage 2</li> <li>• Sensory group</li> <li>• Fine motor group</li> <li>• Positive relationship groups</li> <li>• Feelings management groups</li> <li>• Wellbeing group/young carers</li> <li>• Transition programme</li> <li>• Frequent Readers</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist Service</li> <li>• Speech and Language direct therapy</li> <li>• Autism Advisory Team</li> <li>• SPLD Base intervention</li> <li>• Behaviour Support Team</li> <li>• Education Health and Care Plan</li> <li>• Exceptional Needs funding</li> <li>• 1:1 targeted SpLD intervention</li> <li>• 1:1 targeted Maths intervention</li> <li>• 1:1 targeted social support</li> <li>• EWO involvement</li> <li>• Drawing and talking therapy</li> <li>• 1:1 support during physical sessions e.g.: PE, D.T</li> <li>• School Nurse support</li> <li>• TAF</li> <li>• BRP- Better Reading Partnership Intervention</li> <li>• Speech and language base (Key Stage 2)</li> <li>• Family Support Worker</li> <li>• EY Specialist Teacher</li> </ul>

