



Marshfield CE VC Primary School

'Learning Together, Inspiring Each Other, Achieving Our Best'

SEND Information Report 2026-2027

Marshfield CE VC Primary School is committed to providing a happy, secure and stimulating environment that is accessible to all, where children are motivated to learn, are valued as individuals and enriched by an experience that will enable them to thrive in tomorrow's world. We strive to enable all children to fully achieve their potential at school by supporting them through their learning journey. High-quality inclusive teaching is vital; however for some children there are occasions when further additional support may be needed to help them make expected progress and achieve their targets.

We will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track the progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

How does the school know if my child needs extra help?

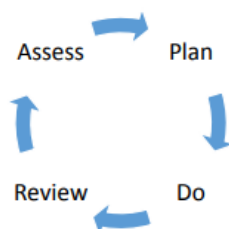
Your child's class teacher continually assesses how all pupils are progressing and learning. In addition, the school looks at the progress every child is making 3 times per year. Those children who have not made expected progress will be given short-term interventions in order to accelerate their progress. If there are still concerns about a child's progress or any aspect of their involvement, participation, behaviour or well-being, we will consider whether there are reasons for this and whether any additional support is needed. This will be done following the Graduated Approach.

What should I do if I think my child has SEND?

If parents/carers have concerns about their child, these should be raised initially and discussed with the class teacher. If there are still concerns following this, you and the class teacher may wish to meet with the SENCO to discuss your child's needs further. There is very open communication between the class teachers and the SENCO in order that each child receives the best possible provision.

The Graduated Approach

The school follows the Graduated Approach to ensure the needs of all children with SEND are met.



Assess

Once concerns have been raised, the class teacher will consider whether there are any factors that might be hindering progress or learning and whether any further assessment is required. This will be done with the SENCO, Mrs Tilley. The class teacher and/or SENCO may observe the child in class or carry out some assessments to identify specific areas of concern. The outcomes of any observations or assessments will be shared with parents.

Plan

The results of any observations and assessments will be used to plan what needs to be done to support a child further. The aim is to remove any barriers to learning that have been identified. Parents are an important part of this process and will be asked for their views when the plan is formulated and put into an Individual Provision Map (IPM). The IPM will include long-term as well as shorter-term outcomes for the child and what provision will be put in place by the school and at home. Referrals may be made to seek further advice from other specialist services. At this point, if it is agreed that a child requires provision that is additional to or different from everyday school provision, this is classed as 'SEN Support' and the child will be added to our SEN Register.

Do

The IPM is put into place and reviewed termly (3x year).

Review

The class teacher will review the progress made against the short-term and longer-term outcomes outlined in the IPM and consider the impact of the provision. This will be shared with the SENCO and a copy will also be sent home. A new IPM will be created or, if sufficient progress has been made and additional support is no longer required, the child may be taken off the SEN Register.

The cycle will then continue as before. Parents/carers will have the opportunity to meet to discuss/review the IPM for a minimum of 3 meetings during a school year but, where necessary, these can be more frequent. At any time it may be decided that more support is required and the assessment process for an Education, Health and Care plan (EHCP) will be started. This will only be done with the agreement of the parents/carers.

How will I know what support my child is getting and how they are getting on?

You will receive regular updates on your child's progress through Parents Consultation Evenings. If your child is on the SEN Register you will also have an additional 3 meetings a year with their class teacher to discuss their progress and Individual Provision Map (IPM). Each term, a reviewed IPM will be sent home to outline the provision and support given to your child. If you have any concerns about your child's progress, you can speak to their class teacher at any time.

If your child has an EHCP this will detail the provision required for your child which will be reviewed on an annual basis with all the outside agencies involved, teaching staff and SENCO. All children with EHCPs will also have an Individual Provision Map with the targets from their EHCP to form the basis of their long-term outcomes.

How will the curriculum be matched to my child's needs?

Class teachers differentiate their teaching of all lessons to meet the different levels of understanding of their pupils. They assess children's understanding during lessons by posing differentiated questions and by monitoring children's responses in their verbal feedback and written response.

Class teachers adjust their planning daily in response to the marking of the previous day's work.

In years 1 to 6, children's attainment and progress is assessed against Age Related Expectations (AREs) which track children against their expected understanding at each National Curriculum level of their learning. This detailed assessment informs the teacher of the precise gaps in the children's understanding. Whole class teaching may then be adjusted but it may be necessary for children to have small group or individual intervention in addition to classroom teaching in order to 'plug the gaps' in knowledge.

In the Early Years Foundation Stage (EYFS) the same detailed assessment is used but it covers 17 areas of learning.

The school uses the Little Wandle Phonics programme to teach phonics; this is a structured phonetic approach to the teaching of letter sounds alongside reading and writing them.

Children requiring extra support may have access to specialist computer programmes, specialist coaching systems and support in using calculation strategies and resources.

Children who have Individual Provision Maps will have specific teaching and resources matched to their needs.

What support will there be for my child's overall well-being?

- We closely monitor the well-being of all our pupils and if there are any concerns about well-being of individuals, the school is able to access further support from various external agencies.

- If you have a specific concern about your child's well-being, then it is best to speak to the class teacher or Headteacher who will be able to offer advice or signpost you to the best avenue of support.
- The school is able to administer medicines following its policy agreed by the governing body.
- Children with ongoing medical needs may require a specific healthcare plan which will be drawn up in consultation with parents/carers, school staff and the school nurse.
- The school regularly monitors attendance and works closely with the Local Authority Educational Welfare team to improve low attendance.
- Class teachers have good relationships with all children and always take their views into consideration. In certain situations, a member of staff may act as a mentor for a child who is experiencing social and emotional problems.

What specialist services and expertise are available at or accessed by the school and how do you all work together?

Provided by the school:

Special Education Needs Coordinator (SENCO) with NA SENCO qualification

All staff receive training on specific areas of SEND

Provided by External Agencies:

Educational Psychology Service

Early Years Advisors

Speech and Language Therapy

Autism Spectrum Assessment Service

Community Paediatrics

Children's Bladder and Bowel Service

Occupational Therapy

School Nursing Service

Physiotherapy

Child and Adolescent Medical Health Service (CAMHS)

Social Care

The school can request the support of these services in consultation with parents/carers.

What training has the staff supporting children and young people with SEND had or are they having?

The school accesses appropriate training for all staff to improve the teaching and learning of children including those with SEND.

The school accesses specific support from the Local Authority Inclusion Support Service for individual pupils which includes training for school staff working with these children.

The following SEND training has been accessed by our teaching team:

- Supporting Spoken Language (Colourful Semantics)
- AET: making sense of Autism
- Demand Avoidance
- Colourful Semantics
- DLD Training
- Non-cognitive 'soft' skills
- Trauma Informed Practise
- Demand Avoidance
- Social Stories
- Filial Therapy – trauma
- ADHD
- Autism Burnout
- Autism Distressed Behaviours

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

As an inclusive school, all children are included in activities outside the classroom including school trips.

Teachers and Teaching Assistants facilitate this inclusion and all staff, including sports coaches, are made aware of children's needs.

Parents/carers are involved in the planning of activities that their child with SEND can access whilst on residential trips.

Class teachers ensure that all school trips are to places that are accessible to all of the children in their care by making a pre-visit inspection and the school requires a risk assessment before school trips are authorised.

How accessible is the school environment?

- The building and grounds are accessible to children with physical disability.
- There is a disabled toilet and shower.
- Adjustments to children's toilets have been made to ensure accessibility for children with physical disabilities but would be reviewed according to need.
- We ensure that equipment used is accessible to all children regardless of their needs.
- All activities are accessible to children with SEND.
- The school has a SEND budget that it uses to provide equipment and facilities for children with SEND.

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

We can offer a phased transition into Marshfield school tailored to the needs of individual children. This may involve the child attending with their parent/carer for a few hours each day and then for a few hours without their parent/carer until they are confidently integrated into their full time place.

When moving classes 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 at which all targets and Individual Provision Maps will be shared. Children visit their new classes during the summer term.

If your child is moving to another school or secondary school, we will ensure that any information and records regarding specific arrangements or support is given:

- We will contact the SENCO and ensure that they meet with the child and know about any special arrangements that need to be made.
- Where possible your child will visit their new school on several occasions, accompanied by their teaching assistant, in order to familiarise themselves with the new setting.
- With moves to secondary school, your child will receive focused learning around aspects of transition to support their understanding of the changes ahead.

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

- The school's budget includes money for supporting children with SEND.
- The Headteacher considers all the information they have about SEND in the school and decides what resources/training and support is required by individual children.
- All resources/training and support are reviewed on an ongoing basis and changes are made as required.

How is the decision made about what type and how much support my child will receive?

If your child's needs require an EHCP then there may be money attached to this level of support that the school will spend on appropriate resources which may include additional adult support in order to meet their needs as set out in the EHCP.

The amount of extra support that a child with SEND will receive without an EHCP is the decision of the SENCO and Headteacher. This will depend on your child's individual needs and will be reviewed three times a year with the class teacher. It is an expectation of the school that all children make progress and that the gap is narrowed between the progress of all children and those with SEND.

The progress of all children including those with SEND is regularly monitored by the Governing Body and the governor responsible for SEND within the school.

How are parents/carers involved in the school? How can I be involved? How will you build on your equal partnerships with parent carers?

The school actively encourages parents/carers to be involved in their child's learning and values feedback. We hold regular Parent Forums which are an opportunity for parents to question the Headteacher and representatives of the Governing Body on policy or concerns that they may have. It is also an opportunity for the school to share its practice.

The school invites parents to listen to children read, share their expertise, to help on school trips and many more opportunities.

The school's Governing Body includes elected parent governors who act as representatives of the parents. There is an opportunity for governors to raise any issues at governing body meetings, however the Headteacher is present on the school playground each morning and is approachable to raise any concerns with which can usually be quickly addressed and resolved.

The school has a very active and friendly Parent Teachers Association which meets regularly and raises over £6000 per annum for the school.

Who can I contact for further information?

If you would like to discuss our SEND Information Report any further please contact the school on 01225 891246 or email admin@marshfieldprimary.org.uk We value feedback and acknowledge that we may have omitted information that may be useful to you.