

MARKET HARBOROUGH
C OF E ACADEMY



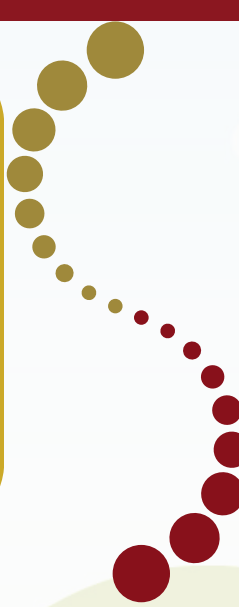
SEND INFORMATION REPORT 2025



LEARN

ACADEMIES TRUST

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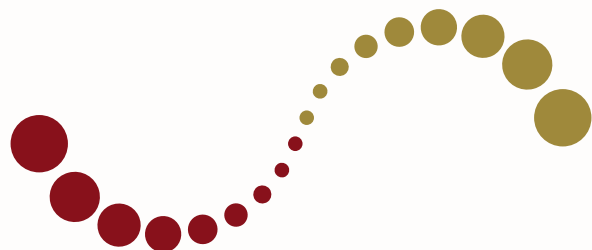
Our SENDCO is Erica Biddle.

She can be contacted by telephone on 01858 464112, ebiddle@mha.learnat.uk or by the office email address.

Ruth Fowler is our SEND Assistant and she can be contacted on 01858 464 112 or rfowler@mha.learnat.uk.

We also have an Inclusion team within school, which includes the Co-Head teacher; Emma Tayler, and our team of pastoral workers.

Please see our website www.marketharboroughcofe.co.uk for our Policy for Special Educational Needs and Disability, our Accessibility Policy and Plan, and our Policy for Supporting Children with Medical Conditions



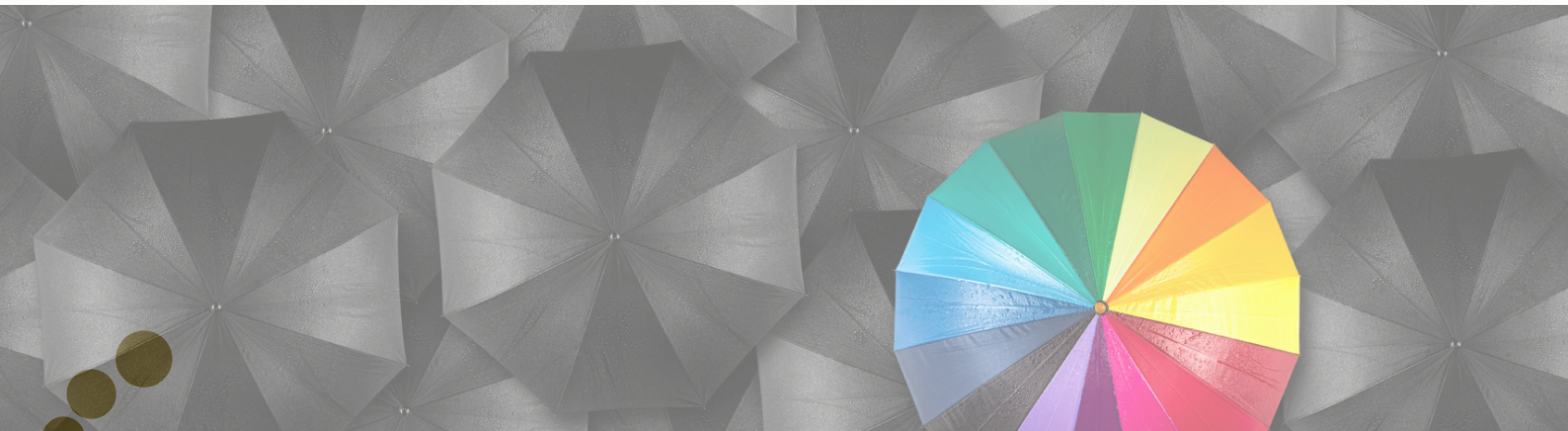


GROWING TOGETHER IN GOD'S LOVE

Our school mission statement; Growing Together in God's Love, reminds us of our commitment to ensuring all in our school grow, develop and thrive within our school community.

As a school within Learnat, we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

We believe that all children, whatever their ability, should be helped to flourish and enjoy learning with access to a rich, rounded, rigorous and coherent curriculum.





We are an inclusive mainstream primary school which supports children with a range of special educational needs and disabilities.

We work with parents and carers to meet the needs of every child and provide appropriate support for children who experience difficulties with their learning, whatever the cause. We currently have children in school with, for example, autistic spectrum disorders, ADHD, hearing impairment, social and emotional needs, speech, language and communication difficulties, and specific learning difficulties such as dyslexia.






1. Identifying children with SEND and assessing their needs

- A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.
- For children joining school in the Foundation Stage, information is shared between pre-school settings, the EYFS team and the school's Inclusion Leads where there are pre-existing difficulties. Class teachers will meet with parents and Key Workers, and liaise with any other professionals involved, to plan for transition. For children joining school at any other point, information is shared between the schools' SENDCO's and parents will be invited to meet with the Headteacher and SENDCo to discuss how the school can best meet the needs of their child.
- Teachers in all year groups carry out regular assessments of children's progress. If a teacher has concerns about a child's rate of academic progress or their wider development or social and emotional needs, they will seek advice from the Inclusion Leads about strategies to support them in class and complete a Pupil Progress Concern form. This will be reviewed after 6 weeks and the class teacher and SENDCo will agree whether an Initial Concerns Checklist should be completed and further strategies considered. This will be reviewed in a further 6 weeks.



1. Identifying children with SEND and assessing their needs

- In partnership with parents, the class teacher and Inclusion Lead/s will gather information to find out exactly what a child's needs are – this might include talking to the child, observing them in class or assessing particular aspects of their learning. This information is then used to adjust support in class to address identified needs.
- If a child's needs persist, and school staff and parents agree that it is clear that additional or different provision is needed to meet those needs, the child will be placed on our School's SEND Register at SEND Support level.
- Depending on a child's needs, this provision might include: individual or small group support to develop specific skills or areas of learning; intervention programmes which staff have been trained to deliver; specialised equipment or resources, or programmes of work delivered in school on the advice of other professionals e.g. speech therapist.
- After talking to parents, the class teacher in liaison with the SENDCo will draw up an Impact Tracker for the child. This will identify targets for the child to work on, the support that they will be given and how their progress will be monitored. It will also include ideas and advice about how to help at home, so that school and home can work together to best support the child.



2. Monitoring and evaluating the effectiveness of SEND provision.

- The SENDCo monitors the impact of specific interventions and support and liaises closely with class teachers and support staff to provide guidance on delivery and any adjustments that are required.
- In termly Pupil Progress Meetings, the Headteacher and class teachers discuss what impact additional/different support is having on children's progress and any adjustments that are needed.
- The Governing Body has a SEND Governor, which meets with the Inclusion Team to monitor and evaluate the effectiveness of all SEND provision.
- School invites feedback from professional colleagues from outside agencies on the effectiveness of practice in supporting specific needs.



Assessment

3. Assessing and reviewing children's progress

- School employs the four part cycle of Assess-Plan-Do-Review, known as the graduated approach, to ensure that provision is effective and maximises progress. Impact Trackers follow a process of 'rolling review' so that children's progress towards their targets is discussed regularly with them and targets are reviewed, adjusted and new targets set in line with their progress during each term. This means that the class teacher, in liaison with the Inclusion Team, can make sure that the support children are getting is right for them. Parents can discuss their child's progress and their Impact Tracker with the class teacher at termly parents' meetings at least three times a year.

3. Assessing and reviewing children's progress

- In addition to these formal opportunities to discuss a child's progress, class teachers and the SENCos are happy to make an appointment to meet with parents at any mutually convenient time.
- If a child has an Education Health and Care Plan (EHCP), there will be an Annual Review meeting to discuss their progress and to make sure that provision continues to meet their needs appropriately. This meeting will involve the child, parents/carers, school staff including the Inclusion Lead/s and any other professionals who are involved in the child's care.



4. Teaching approaches and adaptations to the curriculum and learning environment

- All class teachers differentiate to meet the range of needs and abilities of their children. This is done in all sorts of ways, for example: a story might be recorded in writing by some children, in pictures by others, scribed in part by an adult or recorded using ICT; a maths problem can be solved using a formal written calculation, jottings, practical equipment or specialist software. Class teachers may also organise children into different groupings, for example: individual challenges, paired tasks or small group activities.
- Children with SEND have additional or specific needs which may require a combination of different ways of working. The curriculum is adapted to meet the particular learning style of individual pupils by employing a range of approaches, strategies, resources/equipment and levels of staffing.

4. Teaching approaches and adaptations to the curriculum and learning environment

- The school delivers a range of intervention programmes appropriate for children with SEND. These are delivered by trained support staff and monitored by the Inclusion Team and class teachers on a regular basis.
- In consultation with parents, the school will take advice, when needed, from other professionals from outside agencies (e.g. Occupational /Speech and Language Therapists, Educational Psychologists, Autism Outreach etc.) to make sure that reasonable adjustments and any necessary adaptations to the curriculum or learning environment are made to meet the specific needs of individual pupils.
- School carries out comprehensive risk assessments in consultation with parents for those children whose needs require significant adjustments.



5. Providing the right level and kind of additional support to meet individual needs.

- The amount of support a child receives will depend on their level of need. If a child currently has an EHCP Plan, this will outline the type of support the child needs. This is determined by a Local Authority SEND panel who will have read reports from all of the professionals involved with the child.

5. Providing the right level and kind of additional support to meet individual needs.

- If a child does not have an EHCP Plan, but outside professionals have been involved in assessing their needs, the school will act on advice regarding the level and kind of support they require. If the special educational provision required to meet a child's needs cannot reasonably be provided within the resources normally available to school, the school will consider, in consultation with parents, requesting SEN Intervention Funding or an EHC Plan assessment. To inform this decision, the SENDCO will have close regard to the Local Authority's criteria for statutory assessment.
- If a child has SEND but there has been no involvement from outside professionals, the class teacher, in liaison with the Inclusion Leads, will identify their needs and plan programmes of additional support or intervention. At the end of each programme the child will be assessed to see if the support is having a positive impact on their learning and what the next steps will be.



6. Supporting children with SEND in activities outside the classroom, including school trips.

- We will make every effort to ensure that every child has the opportunity to attend a school trip, other out of school activity, or a before, after school or lunch time club.
- When planning trips, staff will take into account the needs of all their children and ensure that the activities/venues are suitable for all.
- Risk assessments for the activity will take into account any additional measures needed to ensure that a child's needs are met and outside venues will be advised in advance of any adjustments they need to make.

6. Supporting children with SEND in activities outside the classroom, including school trips.

- If parents are especially anxious about allowing their child to go on a trip, staff will be happy to discuss their concerns with them and suggest any reasonable adjustments that can be made.
- Arrangements for residential visits can be modified to enable children with SEND to attend for the duration of the day-time activities but to return home at night if that is what parents would like them to do – the school will not prevent a child from attending a residential visit on account of their SEN or disability.
- Children with SEND will be supported over lunchtime and during breaks if that is considered appropriate/necessary.



7. Supporting social and emotional development

- All staff are committed to the wellbeing of the children in our school and will always listen to any concerns that parents or children may have, offering support and guidance as necessary.
- Any cases of bullying or suspected bullying are dealt with promptly and seriously, in line with our Anti-Bullying Policy. Staff are especially vigilant about this with our children with SEND.
- Our school runs nurture and social communication programmes for children who have social or emotional needs or simply lack skills and confidence in their relationship with other children. These are structured programmes which use a range of activities to increase self-esteem, build self-confidence and strengthen communication skills. We also have staff who are trained in bereavement counselling.

7. Supporting social and emotional development

- We have a well-developed policy for behaviour management – exclusions are rare and it is a step taken in only the most extreme of circumstances. Positive Behaviour Plans are used to support children with challenging behaviour. These are developed in consultation with parents and are individually tailored to address the needs of each child.
- We have a team of staff who are trained in Team Teach de-escalation techniques.
- Each year, the Inclusion Team and SEND Governors have informal meetings with our SEND children and ask them about the support they are given in school and what worries they have, if any.



8. Equipment and facilities to support children with SEND

- Equipment and facilities to support pupils will be identified in consultation with parents and appropriate professionals. Our school will work with specialist services to ensure the timely provision of any specialist equipment (e.g. toilet steps and support rails; tailor-made chairs) required to support children with specific needs. Our school is fully wheelchair accessible and there are disabled changing and toilet facilities.
- This provision will be planned for through the Accessibility Plan which is reviewed annually to ensure that reasonable adjustments are anticipated and prepared for; a child's class teacher and the SENDCo will meet with parents before the child transfers to the next year group, to discuss any adjustments or changes that are needed.



9. Staff training and specialist support

- At school, many staff are trained in Paediatric First Aid and we have staff trained in the use of Epipens and in the management of asthma and epilepsy.
- We have a team trained in Team Teach which is an Local Authority recognised approach to behaviour management and de-escalation.
- Staff have received training in Dyslexia Awareness, Attachment Awareness and Autism Awareness. Training needs are reviewed regularly and actioned accordingly.
- Staff are trained to deliver a range of intervention programmes.
- As a school we work closely with a wide range of professionals from other agencies e.g. Social Care, School Nursing Service, Specialist Teaching Service, Autism Outreach, Educational Psychology Service, Children's Centre, Speech and Language Therapy Service, CAMHS, Occupational Therapy Service, Oakfield Short Stay School Outreach Team.
- Our Inclusion Team attends local and county-wide network meetings. This ensures that the SENDCo and Senior Leadership Team are kept up-to-date regarding changes to legislation and guidance, and developments in teaching and learning for children with SEND. SEND Governors meet with the Inclusion team and with the Headteacher to discuss relevant issues.



10. Consulting and supporting parents/carers

- Our school has an open door policy which enables parents to meet informally with teachers and the Inclusion team whenever concerns arise or information needs to be shared. If information needs to be exchanged on a daily or very regular basis, a home-school book may be used to enable a daily dialogue.
- Parents will be invited to termly Parents' Evenings where children's progress and development will be discussed, including the targets and support identified on their Impact trackers. Ideas and advice about how to help at home will also be discussed and agreed so that school and home work together to best support the child.
- If a child has an EHC Plan, there will be an Annual Review meeting each year to ensure that the needs and provision are still appropriate – this meeting will involve the child, parents/carers, school staff including the SENDCo and any other professionals who are involved in the child's care.
- If parents have any concerns about how their child's needs are being met, about their progress or about any other issues which might be affecting them, the class teacher or Inclusion team will be happy to meet with parents to plan a way forward.



11. Children's views and involvement

- Children with EHCPs each have a One Page Profile in which they voice what is important to them, what they are good at, what they find difficult and how school can best support them.
- Children can discuss any concerns they may have with our teaching and support staff, knowing that they will be listened to. Children are involved in discussions about their targets: how these will be achieved, what progress has been made and what the next steps will be



12, Complaints

- School staff and parents/carers are partners in supporting children's progress and wellbeing in school. Therefore, staff will work with parents/carers to resolve any issues as quickly as possible.
- Initially complaints should be addressed to a child's class teacher either informally through the school's open door policy or more formally by making an appointment to discuss the matter in more detail. If the issue is not resolved, it will be passed to the Assistant Headteacher or Headteachers.
- If a concern/complaint relates directly to a child's SEND, the Inclusion team will meet parents to offer support, guidance or reassurance as needed so that next steps can be agreed together.
- The school publishes its formal Complaints Policy on the school website and hard copies are available through the school office.



HELP

SUPPORT

GUIDANCE

13. Other support services and agencies, including support services for parents and carers

- The school seeks advice from a range of outside agencies and professionals with different areas of expertise relating to SEN, Disability, medical or mental health needs e.g. Speech and Language Therapy Service, Occupational Therapy Service, Social Care, CAMHS, Educational Psychology, Specialist Teaching Service and Autism Outreach.
- We signpost parents and carers to any services which we feel will offer them appropriate support.
- SENDIASS is the Local Authority service which provides information and advice for the parents of children with SEN or disability. This service can be contacted via email: sendiass@leics.gov.uk, by telephone on 0116 305 5614 or via the Local Authority website: [SEND Information Advice and Support Service \(SENDIASS\) | Leicestershire County Council](#)
- The Local Authority publishes the Countywide Local Offer on its website (see address below) detailing the range of services available to families. The "Family Information Directory" has a range of service providers that may support your needs, it can be found at <http://www.leicestershire.gov.uk/family-information-directory>

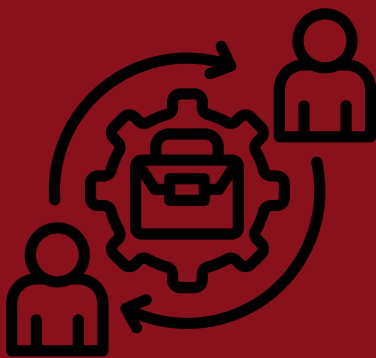
14. Admissions

- Parents are encouraged to discuss the needs of a child with special educational needs or disability with the school early in the application process. Learnat schools cannot refuse an application because it is believed that the school is not suitable for the child's educational needs and or disabilities.



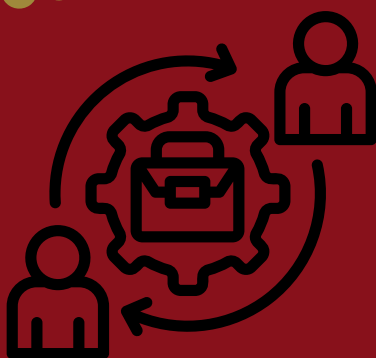
14. Admissions

- The Learnat admissions policy states that pupils with SEND but no Education, Healthcare Plan will be dealt with through the usual admissions policy. This can be found on our school website. Schools cannot refuse admission to a child because he or she does not have an EHCP or is being assessed for one.
- The trust board is required to admit to the school a child whose Education, Healthcare Plan names the school. Schools must admit the child whether there is an oversubscription or not, unless it would be incompatible with the education of others, or the efficient use of resources.
- Please also see Learnat's Admission Policy, the school Accessibility Plan and Inclusion Policy.



15. Transfer and transition

- Our staff work closely with colleagues in pre-school settings and meet regularly before the point of transfer to gather information about any children who may be joining us with SEN or a disability. Staff will meet with parents, Key Workers and, where appropriate, any other professionals involved, to plan for transition.



15. Transfer and transition

- If a child has an EHCP Plan and parents are considering transfer to a specialist setting, the SENDCo, staff working with the child and any specialist agencies involved e.g. the Psychology Service, will support parents and school in gathering evidence of the child's needs and in identifying potential specialist settings. Parents will be involved in all meetings where that transfer is discussed, but changing to a specialist setting has to be agreed by the Local Authority. If a change of placement is agreed, the school will assist parents in organising transition visits to the new school and staff from our school will also visit the new setting with the child to ensure that all information is passed on to the receiving staff and that the transfer is smooth and reassuring for the child.
- If a child has SEN or a disability and they are transferring to mainstream secondary school, our staff will meet with the Heads of Year 7 and the receiving school's SENCo to share information and plan for their transfer. We arrange additional transition visits to the receiving secondary schools for children with SEN or a disability so that they can familiarise themselves with their new school and ask any questions that they may have.

16. Leicestershire
County Council's
Local Offer



- This document has been written in line with guidance from the Local Authority. It constitutes our contribution to the Local Authority's Local Offer which is published on their website:
<http://www.leicestershire.gov.uk/local-offer>

On their 'What is the Local Offer' page, there is a list of all neighbouring authorities' Local Offer websites.





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