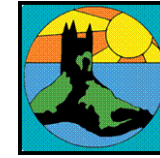




Marazion School Living, Learning Laughing Bright Futures Start Here



Our SEND Information Report Reviewed July 2018

At Marazion School we value the education, development and growth of all children in our care.

Our Vision

To bring the world to our children and prepare them to go into the world as citizens who value life and learning.

Our Aims

Our school aims to provide exciting and stimulating learning experiences that give every child the opportunity to develop:

- A love of life and learning.
- Local, national and global awareness.
- Positive relationships with others.
- Resilience, resourcefulness and self-confidence.
- A willingness to engage with new ideas and experiences.

Marazion Manners

- We show respect for others making us busy, happy learners.
 - We are kind and thoughtful in all that we do and say.
 - We are helpful towards each other.
 - We are leaders and behave as good role models.
 - Our behaviour helps us and others to learn.

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Sara Oliver, 01736 710618

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ The views and opinions of all students are valued. ✓ Student voice is represented in all aspects of school. ✓ Student voice is heard through: • Consultation • Focus groups • Questionnaires ✓ We have a school council who represent the views of all pupils. ✓ We have a School Counsellor who is available for all children to talk to at playtimes.	✓ Students with SEND are included in all consultation groups. ✓ Additional provision is developed in light of student voice. ✓ Our School Counsellor works with groups, individuals and families, providing emotional wellbeing support. ✓ The Thrive approach to supporting pupils is being developed with groups. ✓ Our Emotional Wellbeing offer supports pupils and enables voices to be heard	✓ Individual support is responsive to the views and needs of the student. ✓ Students' views are an integral part of TAC meetings and SEN reviews. ✓ Students are supported in person centred planning and target and outcome setting. ✓ Advocacy is available to ensure the above. ✓ All documentation is presented in a format that is accessible to the student. ✓ Our School Counsellor supports individual pupils through targeted

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ We work in partnership with all parents and carers. ✓ The parent/carers of all students attend progress meetings. ✓ Student progress reports are sent home in December and June. ✓ We encourage informal meetings with teachers at the beginning and end of the day if they have any concerns. ✓ Parents/carers know exactly who to contact if they have a problem. ✓ Pupils in the Early Years Foundation Stage have a Key Worker who liaises with parents/carers. ✓ Marazion School website enables parent/carers to understand more about what their young person is learning. ✓ Our school newsletter is sent to all parents/carers each week.	✓ Families are invited to attend information sessions regarding supporting their young person at home e.g. parenting skills, numeracy and literacy skills, independent homework and skills needed to support learning. ✓ Parents are able to contact school regarding any concerns through email, telephone conversation, and suggestion box or face-to-face. ✓ We have worked with the <i>Achievement for All</i> programme, developing strategies and hold termly Structured Conversations regarding the development of the whole child. ✓ The Early Help Hub ✓ We have a Family Worker who supports and signposts parents to	✓ Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews. ✓ Parent/carers' views are in integral part of Team Around the Child (TAC) meetings, Individual Provision Meetings and SEN reviews. ✓ Advocacy is available to ensure the above. ✓ All documentation is presented in a format that is accessible to parents. ✓ Parents are invited to join in with school visits. ✓ Parents are invited to engage in one-to-one reading programmes.

✓ School has a Facebook page. ✓ Child, Home and Teacher (CHAT) meetings are held termly for EYFS parents. ✓ <i>Living, Learning, Laughing Drop In</i> sessions take place every half term, enabling parents to review progress and identify next steps. ✓ Praise Postcards are sent home to celebrate achievements with parents. ✓ We hold learning workshops for parents to become more familiar with their child's learning, such as Calculations workshops and our Becoming a Reader workshop.	support programmes. ✓ We work closely with the Autism Support Team to help parents support their child's needs.	
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3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ The curriculum is designed to ensure the inclusion of all students. ✓ All students regardless of their ability and needs have full access to the curriculum. ✓ Assessments are used to identify students who need specific interventions. ✓ The EYFS team use child-led learning to ensure our youngest children are motivated and inspired to learn. ✓ Our Outdoor Education policy ensures that all EYFS pupils access Beach/woodland School on a weekly basis. All other year groups have outdoor learning sessions that link with curriculum and physical	✓ Provision and intervention are bespoke and needs led. ✓ The progress of students taking part in intervention groups is measured on a regular basis. ✓ Intervention programmes are adapted in light of student progress. ✓ Intervention includes: • Reading- Better Reading Partnership, Fischer Family Trust, reading and writing support • Writing • Handwriting • Phonological awareness • Working memory • Maths • Speech and Language	✓ Pupils are supported in the curriculum regardless of their SEN and/or disabilities. ✓ Students with SEN and/or disabilities can access the curriculum with adult support as appropriate. ✓ Provision is adapted for More Able Pupils to challenge their learning.

development.	• Keyboard Skills • Nurture Support • Socially Speaking • Woodland School • Elite Club • Sum Dog Maths • From Counting to Calculating • Peer mentoring • Springboard Maths • Music Club • Mechanics Club	
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4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ The whole school uses a 'dyslexia friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. ✓ We have a Dyslexia Champion who assesses children with reading delays for dyslexia. She then provides actions to ensure progress. ✓ Alternative ways of recording are allowed. ✓ Our lessons are carefully planned to include clear objectives and incorporate different learning styles. ✓ Learning objectives are displayed and discussed using 'We Are Learning To...' and 'What I am Looking For' ✓ Differentiated Success Criteria are shared.	✓ Class teachers and teaching assistants share objectives and information to ensure that students with SEND have targeted support and provision. ✓ Teaching assistants and class teachers work with small groups to: • ensure understanding • facilitate learning • foster independence • keep students on task ✓ Independent student learning is supported by the use of technology. ✓ Special examination arrangements are put in place in test situations at the end of Year 6.	✓ Personalised and highly differentiated work is provided enabling independent learning. ✓ One-to-one support is in place for students who need more intensive support, e.g. for those with physical difficulties, sensory needs, speech and language difficulties, autism and severe literacy difficulties/dyslexia. ✓ Outreach from special schools can be requested for advice on teaching and learning. ✓ Specialist provision can be accessed through a range of outside agencies providing advice and support such as,

✓ Our marking policy supports progress through effective feedback. ✓ Pupils have curriculum targets for reading, writing and mathematics. ✓ Progress Books are used within Key Stage 2 to ensure children's learning is assessed and next steps are identified to ensure rapid progress. Key Stage 1 are beginning to use Progress Books.	✓ Homework support is available through lunchtime and after school Homework Club.	Behavioural Support Services, Autistic Spectrum Disorder Team, Acorn Academy Penwith and Nine Maidens Academy.
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5. Self-help skills and independence

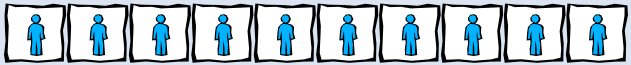
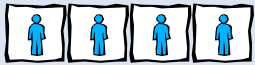
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ Working walls promote self-help skills and independence within the classroom. ✓ Resources such as number squares, key words, phonics prompts, dictionaries are available in each class which promote independence. ✓ All pupils have access to- • Technological aids • Visual support • We Are Learning To (WALT) statements • What I'm Looking For (WILF) statements • Peer mentoring • Talk partners	✓ Where teaching assistants are in the classroom they facilitate independence. ✓ Pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers. ✓ Pupils have access to: • Visual timetables • Technological aids • Visual aids • Behaviour charts • Feelings charts	✓ Teaching assistants working with individual pupils encourage them to be specific about what they need help with, along with asking them what they have already done already to find the help for themselves, e.g. asked peers or checked learning criteria. ✓ Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if they are working independently for a sustained period. ✓ Personalised task boards and timetables are in place to support independence.

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ Personal Social and Health Education (PSHE) lessons and assemblies include all pupils. ✓ The SENCo coordinates provision for pupils with wellbeing, emotional, physical and mental health needs. ✓ Bereavement counselling is available. ✓ Lunch buddies are trained to support fellow pupils. ✓ Our Family Support Worker is available to support all families. ✓ Pupil issues are dealt with by trained staff, as they arise. ✓ Risk assessments are made to ensure the wellbeing of all pupils.	✓ A ready room is available for vulnerable pupils to take 'time out' and find support. ✓ Nurture Groups address: • Self esteem • Social skills • Life skills • Anger management ✓ Energy Club aids resilience and emotional well-being. ✓ Targeted groups of pupils experience Woodland School, Beach School and continuing swimming support sessions to promote health and wellbeing. ✓ Focus groups of pupils work in our Marazion Mechanics Club.	✓ Team Around the Child (TAC), Early Support meetings and reviews are supported by a range of agencies. ✓ Individual thrive sessions led by thrive practitioner. ✓ Additional support for pupils can be requested from • CAMHS/Bloom Project • Social Care • Trelya • Dreadnought • Penhaligan's Friends • Aspires • Barnardos • Bishop's Forum • Brook ✓ Students with specific medical conditions have Individual

✓ All pupils have access to our school counsellor. ✓ 'Precepts' encourage reflection and deeper thinking supporting the development of thoughts and opinions. ✓ All pupils have access to Worry Eaters, alerting class teacher to the needs of all pupils. ✓ Pupils identify Trusted Adults who they know will listen to them at all times. ✓ Children who show support to children's emotional wellbeing are celebrated via a nomination in the 'Kind and Caring' jar.	✓ Our music specialist works with groups of pupils on a half termly basis.	Education, Health and Care Plans. (EHCPs)
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7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ Pupils have opportunities for social interaction, regardless of need. ✓ Students belong to a class group. ✓ Social interaction is promoted through- • school visits • Residentials • Funky Fridays • School Council • Walking Bus • Games Afternoons • Extra-curricular Clubs • Super Learning Days • Breakfast Club • Adventure Days • 50 things to do at Marazion School • Jago, our pet therapy dog	✓ Nurture sessions provide pupils with social interaction difficulties with an opportunity to learn skills in a supported environment. ✓ Our Autism Champion, Dyslexia Champion and the Footnotes team ensure social interaction for pupils with dyslexic tendencies and ASD. ✓ Mechanics Club creates specific opportunities for social interaction.	✓ Students are able to access individual support by TAs to enable their attendance at after school clubs. ✓ TAs use social stories with individual pupils. ✓ Transition books are created by TAs and individual pupils to ensure social anxieties are reduced. ✓ We have links with alternative providers, such as Acorn Academy and Nancealverne School.

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8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ Our Business Manager, Edna Smith, ensures environments are safe and accessible. ✓ Areas of the school are accessible to everyone. ✓ Areas of the school are accessible for wheel chair users. ✓ We have a Marazion School Safety Panel who identify any risks within the environment. ✓ Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively.	✓ A base for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times. There is the opportunity to eat lunch away from crowded areas. ✓ Non-slip, non-breakable equipment is available in practical lessons. ✓ We have a heightened toilet with a hand rail that is appropriate for wheel chair users. ✓ Adjustable chairs and tables are available.	✓ Specialist equipment in practical lessons enables SEND pupils to be independent. ✓ Classrooms/halls/corridors are made accessible for pupils with sensory needs. ✓ Where sensory issues have been identified we adjust provision as much as possible to reduce anxieties and promote learning.

✓ There is a named 'Designated Safeguarding Lead' (Jenny Rainbow), 'Deputy Designated Leaders' (Sara Oliver and Abigail Squibb), and a named 'Child In Care' teacher (Abi Squibb). ✓ All areas of the school are uplifting, positive and support learning. ✓ Teachers focus on rewarding good behaviour to promote a positive learning environment. Classroom rules are displayed promoting positive, safe behaviours. ✓ The rewards and sanctions system is robust and displayed around the school. ✓ Exceptional effort and achievement is celebrated as 100% work.	✓ There are named adults who are trained in Team Teach techniques.	
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ There are strong links with feeder pre-school settings. Pastoral leads identify pupils who may need extra support at transition into school. ✓ Pupils in Year 5 and 6 visit secondary schools for taster days. They then have induction days and are invited to attend summer school activities. ✓ Secondary staff visit Marazion School to gather information on future pupils and facilitate transition. ✓ Marazion School staff visit settings of pre-school children to build up relationships before starting school.	✓ Key Workers are appointed to pupils in EYFS. ✓ Lunchtime Buddies support pupils having difficulty with transition. ✓ Students identified as possibly struggling with transition have additional visits in small groups. ✓ Foundation Stage pupils have a key worker (designated adult) responsible for whole child development. ✓ Upon entry to school, EYFS pupils have a staggered transition to	✓ The SENCO attends pre-school Statement and/or EHCP reviews. ✓ Pupils have a structured and gradual transition package from class to class. This ensures that they are familiar with routines, key members of staff and learning environments. ✓ Pupils with SEND have additional individual transition visits into secondary education.

✓ Pre-school children have a planned transition where children attend the school every Tuesday during the Summer term. ✓ Pupils new to school, either in the reception class or within other year groups receive a home visit to ensure individual needs are catered for. ✓ Transition days enable all pupils to experience their new learning environment and become familiar with the new members of staff.	promote independence and confidence. ✓ Foundation stage pupils are assigned a key stage 2 pupil as their 'angel' to support and look after them as they start school.	
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10. The SEND qualifications of, and SEND training attended by, our staff

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
✓ All teaching staff have Qualified Teacher Status meaning that they have undertaken research and practical experience with working with pupils with SEND. ✓ Teaching staff attend training based upon individual needs or strategies to promote learning for all. ✓ Teaching Assistants work alongside the SENDCo and Higher Level Teaching Assistants to gain skills and strategies used to ensure pupils with SEND make personal and academic progress. ✓ Our Autism Champion and Dyslexia Champion support whole school provision.	✓ Staff are trained in delivering specific interventions, targeting both individuals and groups. These include reading support, nurture groups	✓ We have an Autism Champion and Dyslexia Champion who tailor provision based upon needs.

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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early help hub support the processing of referrals to appropriate professionals.	+44 01872 322277 earlyhelphub@cornwall.gov.uk
Education Psychology Service	EPs work alongside the school to identify barriers to learning.	Bolitho House, Laregan Hill, Penzance, TR18 4NY
Speech and Language Therapy Service	SALT work with identified pupils to assess, plan and deliver communication support programmes.	Children's Services Care Management Centre, Truro Health Park, Infirmary Hill, Truro, TR1 2JA
Behaviour Support Service	BS assesses and advises the school on how best to provide support for pupils with emotional, mental health and developmental difficulties.	Neil Goddard - West Adviser Phone - 01736 571090
Hearing Support Service	HS work with identified pupils to assess, plan and deliver communication support programmes.	The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB
Dyslexia Support Service	Works with school to help identify and support children with dyslexia. Runs the Dyslexia Friendly School courses and also offer school staff further training on working memory and phonological awareness.	dyslexia@cornwall.gov.uk
Family Worker Service	FS can be accessed by any parent/carer experiencing difficulty with aspects of family life.	fis@cornwall.gov.uk
Child and Adolescent Mental Health Service (CAMHs)	CAMHs assesses pupils experiencing mental health issues and advises the school on interventions and strategies to help remove barriers to learning.	Children's Services Care Management Centre, Truro Health Park, Infirmary Hill, Truro, TR1 2JA

Occupational Therapy Service	OT assesses pupils experiencing physical and emotional difficulty and advises the school on provision and strategies to help remove barriers to learning and access.	Occupational Therapy Department Royal Cornwall Hospital, Truro, TR1 3LJ
School Nurse	Visit children after referral from organisations. Involved with TAC and Early Support meetings if required.	Children's Care Management Centre 01872 221400 childrens.services@cornwall.nhs.uk
Social Services	SS investigate situations where the school are concerned about a child's development through abuse. They then work with families to improve outcomes for children.	MultiAgencyReferralUnit@cornwall.gcsx.gov.uk
Penhaligan's Friends	PH works with children and families who have experienced bereavement.	enquiries@penhaligonsfriends.org.uk

12. How do we monitor pupil progress?

All the teachers in the school are teachers of children with Special Educational Needs. As such Marazion School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to all that we do. Children with special educational needs are afforded the same rights as other children. This includes children with statements of special educational needs, Education, Health and Care Plans (EHCPs) and those with less significant problems.

In compliance with the new SEN Code of Practice we adopt a graduated approach to the identification, provision and support of all pupils. All pupils are regularly assessed to ensure they make progress. If a child remains static in reading, writing or mathematics for a term then class teachers, senior management and the SENCo agree on action for the next term's provision. A child who is not making progress or working below national expectations will be placed on the school *On Alert list*.

If a pupil is still not making progress after another term on the *On Alert list* then the school may seek advice from outside agencies such as the Educational psychologist or dyslexia specialist. If a pupil is still not making progress after two terms then they will be

placed on our SEN Record and appropriate provision will be in put in place. Pupil's progress will be monitored as part of the Assess, Plan, Do, Review cycle.

If the pupil is still not making progress the child may be assessed bearing in mind the County criteria with a view to initiating an Education, Health and Care Plan (EHCP). The appropriate forms will be used for recording and referral as necessary.

Identification of special educational needs will be undertaken by all staff through the SENCO and the appropriate records and LEA forms will be maintained. Records will be developed through a process of continuous assessment. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. .

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Additionally, the progress of children with a Statement of Educational Need or an EHCP will be reviewed annually, as required by legislation.

13. How do we know how good our SEN provision is?

Each term the progress of groups of pupils, including pupils with SEN is compiled, analysed and reported to governors. This analysis informs the next term's provision, deployment of Teaching Assistants and recommendations for Wave 1 whole class teaching.

The SEND Co-ordinator oversees the SEN provision within the school and liaises with, and reports back to, the Head Teacher, the SEN Governor, the Governing body and the staff. Guidelines and deadlines for procedures are provided and class teachers, with the support of their TAs, are responsible for:

- Identifying those with special needs
- Writing and implementing IPMs
- Liaison with parents.

All referrals to external agencies are made through the SEND Co-ordinator and all documentation is copied and kept in individual pupil files in the office.

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent EBD difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil on the *On Alert List* and support that is additional to and different from the differentiated curriculum will be provided. If a pupil is placed on the *SEN Record* this indicates the involvement of outside agencies working with school eg Educational Psychologist, Family Support and provision information is shared with parents through an Individual Education Plan (IEP)

14. How do we keep parents' informed?

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

Parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages

15. If you wish to complain

The procedure for managing complaints is:

- Parents consult with class teacher
- Parents consult with SEN Co-ordinator / Head Teacher / Governor
- Parents are given information about Parent Partnership Groups
- Records of all events are kept in writing
- Parents will be invited in to discuss their difficulties face to face
- Parents will be communicated with in writing
- If parents have a concern the aim would be to contact them immediately or within a short timescale
- Refer to complaints procedure document

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

16. Answers to Frequently asked Questions

Are all children able to attend Marazion School?

Marazion School is a fully inclusive school and all pupils are welcomed into our school community. Our building has had adjustments to ensure it is accessible to all.

How do people in school know if my child needs extra help?

All pupils at Marazion School receive high quality teaching that is differentiated to meet each child's needs. Targets are set and progress is carefully monitored. If a child is not making progress from their individual starting point, the class teacher will meet with the Senior Leadership team to discuss what extra support may be needed. All interventions are monitored as part of the Assess, Plan, Do, Review cycle. If a child is not making progress the school will ask for support from outside agencies.

What should I do if I think my child may have special educational needs?

Please speak to your class teacher if you have any concerns or questions with regards to your child's individual needs. The class teacher will liaise with the SENCO when appropriate to ensure the correct support is in place.

How do school staff support my child?

At Marazion School we believe that a child's emotion health and wellbeing is fundamental to ensure academic attainment and progress. We support children through a variety of intervention programmes, from Nurture groups to reading interventions and have specialised staff to support individual needs. Your child's class teacher is responsible for the progress and attainment of your child on a day to day basis and will assess whether additional support or resources are needed. In addition, outside agencies may offer support and individual plans to ensure

How is the curriculum matched to my child's needs?

At Marazion School we provide an exciting and stimulating curriculum that promotes a love of learning for all of our pupils. When a child has been identified with having special education needs, the class teacher and teaching assistants will carefully plan to deliver differentiated learning and a classroom environment to ensure that every child can access the curriculum, whatever level they are working at. Children may work one to one or in a small focus group to target specific needs.

How is my child included in activities outside of the classroom, including school trips?

Provision is made for all children to ensure they can participate in all learning activities regardless of their needs. This may be done in consultation with parents to ensure reasonable adjustments have been made.

How can school support parents and families of children with Special Educational Needs?

At Marazion School we work in partnership with parents and carers and they are integral in the planning and implementation of target settings as part of Individual Provision Map meetings. Class teachers are always available to make suggestions to support your child with strategies at home. We are also able to get support and signpost families to external agencies, such as our school family worker who can work with the whole family.

How are school resources allocated and matched to pupil's individual needs?

For pupils with additional needs, assessments will identify extra resources and adaptations that will be required in to support children so they can develop and progress. Specialist equipment can be sourced to meet individual needs and support will be matched to each child's individual needs. E.g. working as a group or on a one-to-one basis with a teaching assistant.

How is the SEND Information Report reviewed?

Marazion School's SEND Information Report is monitored and reviewed throughout the year and is reviewed annually in consultation with parents, the Governing Body and Senior Leadership Team.