

SEND Information Report 2024-25

At Marden Primary Academy we value the abilities of all our students and strive to provide the best education to all our students so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every child/young person in our care, and also provide a safe and fully equipped learning environment, which caters to the needs of every pupil/student as an individual. We are committed to providing excellent provision for all pupils/students with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils/students to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1) The kinds of SEND that are provided for at Marden Primary Academy:

At Marden Primary Academy we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, cerebral palsy, cystic fibrosis, Downs syndrome, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, glue ear, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

2) Policies for identifying students with SEND and assessing their needs:

[SEND Policy](#)

[SEND Pathway - referral form](#)

Some pupils may have needs but this might not mean that they need to be placed on the SEND Register as they are able to have their needs met through an appropriate, adapted curriculum and QFT.

2a) The name and contact details of the SENDCO:

The Inclusion Lead at Marden Primary Academy is Mrs Bryant, who is a qualified teacher and accredited SENCo, having completed the National Award for SEN. Mrs Bryant is available on 01622 831393 via the school office, Monday to Thursday. Please allow up to seven working days to receive a response.

3) Arrangements for consulting parents and carers of children with SEND and involving them in their child's education:

Parents of pupils at Marden Primary Academy are invited to discuss the progress of their children three times a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times.

If, following these meetings improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs more effectively.

In addition to this, parents of pupils with a Statement of Special Educational Needs or Education, Health and Care Plan will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil.

4) Arrangements for consulting students with SEN and involving them in their education:

If your child is on a personalised learning plan then you and your child will be consulted at least 3 times a year in a formal meeting. Parent voice and child voice is incredibly important to us and we will check in with your child on a regular basis to ensure that the support they are receiving is having an impact on them both academically and mentally.

As an academy we hold Pupil Progress Meetings six times a year to ensure that all pupils are monitored and key areas are discussed.

5) Arrangements for assessing and reviewing student's progress towards outcomes:

When a pupil has been identified as having special educational needs, the pupil will be consulted about and involved in the arrangements made for them.

6) Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

At Marden Primary Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Foundation Stage staff liaise with all Pre School settings and additional meetings, which may include the SENCo, are arranged when needs are identified.

We also contribute information to a pupils' onward destination by providing information to the next setting. When a child has identified SEND we inform the secondary schools prior to transfer, and then the SENCo meets with a representative from the secondary school in the summer term. Additional meetings may take place if children have a Statement of Special Educational Needs or Education, Health and Care Plan. A representative of the Secondary school is invited to the child's last annual review at primary school.

Should the Local Authority decide that a child in our roll should have a special school named on their Statement of Special Educational Needs or Education, Health and Care Plan, we will work closely with the new school to ensure that their transfer is personalised to meet their individual needs.

If your child is moving on from Marden Primary Academy then KCC will send out a form to the parents house within the first week of year 6. This is then returned to KCC, Marden Primary are not involved with this process. The process has now changed (2022) and the choice does not form part of the Annual Review Process.

7) The approach to teaching students with SEND:

At Marden Primary Academy, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high quality planning, teaching and provision we: Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised. Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. Provide an accessible learning environment which is tailored to the individual needs of all pupils. Develop children's independence and life skills regularly monitor the progress of children with SEND, using a child-centred approach. Provide good quality and relevant training for all staff members supporting children with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered SEND Code of Practice (2014, 6.37)

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. See the website for further details:

[Special Educational Needs Mainstream Core Standards - KELSI](#)

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments such as one to one tutoring, small group teaching, use of ICT software, visual prompts, pre-teaching vocabulary and the use of physical resources such as pencil grips and sloped writing surfaces. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 a year of resource for pupils with high needs, and above that amount the school can apply for High Needs Funding from the Local Authority to provide top up funding.

We provide the following interventions:

- Targeted maths and English support during lessons from class teachers and TAs
- Surgeries with class teachers to address issues identified in lessons
- Reading booster, individually and in small groups
- Maths booster, individually and in small groups
- Writing booster, individually and in small groups
- Phonics booster, individually and in small groups
- 1:1 tuition
- Speech Link (sound production support)
- Language Link (expressive and receptive language development)
- Sensory Circuits (gross motor skills programme)

- Clever Fingers (fine motor skills programme)
- Lego Therapy (social communication support)
- Mentoring
- Pastoral support
- Social communication skills group
- 1:1 emotional resilience development
- Wellbeing support
- Outdoor learning

We are firmly committed to ensuring that all children in our care are included within our school community. Where interventions need to take place they are done so with care, Where possible this extra provision will be accessed by the children through QFT and not as an extra. There are times where extra provision needs to be separate and away from the class environment, for example, speech and language would normally take place in a quiet calm space.

8) How adaptations are made to the curriculum and the learning environment of students with SEND:

At Marden Primary Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs and/or disabilities. This prevents pupils with Special Educational Needs from being treated less favourably than other pupils. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

[PYP Curriculum Framework | Marden Primary Academy](#)

9) The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:

Our Inclusion Lead is a qualified teacher and has completed the National Award for SENCo.

Last academic year, staff received a range of training on varying SEND needs.

Marden will continue to develop our staff to further enhance their skills and knowledge of SEND.

The following members of staff have specialist experience: Adam Townsend (teacher) – worked with disability groups to access outdoor experiences

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: the Local Authority (through LIFT or the service level agreement for CPD), local special schools including Five Acre Wood and Goldwyn Foundation School, Educational Psychologist, Speech and

language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

10) Evaluating the effectiveness of the provision made for students with SEND:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term at pupil progress meetings
- Reviewing the impact of interventions - weekly and termly, this is a collaborative process between the SENCo, CT and TA
- Monitoring by the SENCo
- Using provision maps to measure progress
- Review the PLP's three times a year
- Holding annual reviews for pupils with statements of SEND or EHC plans

Each review of the provision map will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

11) Support for improving emotional and social development:

At Marden Primary Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching via PSHE lessons, mentoring, pastoral support, play therapy, nurture time, outdoor learning, social groups and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide mentor time with members of the senior leadership team, external referral to CAMHS and a time-out space for pupils to use when upset or agitated.

The school recognises that these children often have most difficulty at lunch time and a middle or senior member of staff is always on radio call should a need arise. A sanctuary has also been established during lunch times where they can play with the guidance. We have a zero tolerance approach to bullying.

Pupils in the early stages of emotional and social development because of their special educational needs and/or disabilities will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. Our pupil premium champion works closely with our vulnerable children and their families, enabling them to access a range of services and resources.

Within Marden Primary Academy we have access to a play therapist. Sara Tozer is a member of our staff and visits the academy on a weekly basis.

Throughout the week children are able to access outdoor learning activities and nurture based support.

12) How Marden Primary Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students SEND and supporting their families:

[About the SEND local offer - Kent County Council](#)

[County and National Support Services](#)

13) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

The normal arrangements for the treatment of complaints at Marden Primary Academy are used for complaints about provision made for special educational needs and/or disabilities. We encourage parents to discuss their concerns with the following people to resolve the issue before making the complaint formal to the Chair of the governing body:

- class teacher
- phase leader
- Inclusion Lead
- Vice Principal
- Principal

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted through the Local Authority. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of Special Educational Needs or Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall under this category can not be investigated by the school.