

Curriculum Intent

To ensure all learners receive the knowledge and cultural capital they need to succeed in life. Our curriculum extends beyond the academic, technical or vocational. It provides for our wonderful children broader development, enabling them to develop and discover their interests and talents. We want our children to leave us well rounded, respectable and ready for the world!

Children with SEND

All teaching and non-teaching staff have access to a copy of the school's SEN Register, Monitoring list and SEN Pupil Passports. The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the code – those children with SEN catered for by the school's provision (called SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan. A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. At Marfleet Primary Academy, it is the responsibility of the class teacher, after liaising with the SEN coordinator, to identify when a child has a special educational need which requires different or additional provision to be made for a child. Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a child and feel they should be placed on the school's SEN register, they should follow the school's chosen SEND identification pathway - the York Banding documents.

Universal Offer

All teachers here at Marfleet work towards the achievement of every child through excellent quality first teaching. We call this our **Universal** offer.

Additional Support

Some children require additional support over and above quality first teaching. In this instance children are placed on the school's SEN Cause for Concern register and are monitored closely by the class teacher and SENCo. Teachers may informally meet with the child's parents and adaptations may be made to the child's provision including additional resources or specific short term intervention. We call this our **Additional Support** offer.

Targeted Support

Following a period of monitoring more specific and specialised support may be required. At this stage the child will be placed on the school's SEN register. We call this our **Targeted Support**.

SEN Pupil Passport

This is done in consultation with the child's parents, class teacher and SENCo. This is when the child's needs and support are formalised into a SEN Pupil Passport. Pupil Passports are reviewed termly with the input of class teacher, SENCo and parents. Actions and targets on the SEN Pupil Passports are closely monitored by the class teacher, SENCo and School Leadership Team (SLT) to ensure the targets are having the desired outcome.

Referrals

One of the outcomes from the SEN Pupil Passport meeting may be a referral to a specialist outside agency. These agencies include:

- Educational Psychology
- Speech and Language
- IPASS
- Northcott Outreach
- Whitehouse Outreach
- Tweendykes Outreach
- Occupational Therapy
- CAHMS
- Early Help
- Head Start

Interventions we offer

We offer a range of targeted interventions which have been created with the support of outside agencies. These include:

- Makaton
- Lego Therapy
- Phonics intervention
- Occupational therapy programmes
- Fine and Gross motor skill programmes
- Friendship groups
- Speech and Language
- Emotional Literacy Support (ELSA)
- Alternative free time provision

Speech and Language

Speech and Language is an integral part of our SEN offer. We aim to identify Speech and Language needs early, ideally within our Foundation Stage. Here staff have received additional training to identify needs and know when to pass concerns to the

SENCo. In addition all children within the Foundation Stage and Key Stage 1 are screened through our Speech Link programme. This allows us to offer individualised and group support which is tracked on a 10 week cycle. Some children will require specialised support from a Speech and Language Therapist. In this instance we refer these children with the permission of the parent to the NHS Speech and Language Service.

Specialist Services

Children with official outside agency/service involvement or with an Education Health Care Plan (EHCP) access the school's specialist support services. Children receiving specialist service support may have access to such things as: personalised bespoke timetables, specialist onsite **alternative provision (Blossoms), Forest School, horse riding**, increased adult support in classrooms. These children may have input from the school's Educational Psychologist. The advice received from an Educational Psychologist will be fed into a child's SEN Pupil Passport.

Blossoms provision

The schools Blossom provision is currently a 4 place 'Nurture' provision for children with SLCN and ASD (or awaiting assessment). Criteria for the provision is based upon the York SEN threshold banding document: children banded 2b or above may be eligible for the Blossom provision. The schools Blossom provision is currently a 4 place 'Nurture' provision for children with SLCN and ASD (or awaiting assessment). This provision is currently overseen by Miss Maden (Assistant SENCo) with teaching delivered by Miss Wilson. Children who may benefit from accessing nurture/ASD provision may be unable to regulate their responses to stress and anxiety and get easily frustrated.

They may find it difficult to:

- trust adults and build relationships;
- share resources and the attention of adults and other pupils;
- ask for help;
- have a feeling of self-worth;
- explore the world around them;

- attempt new things confidently without fearing failure.

Children with these difficulties may find it extremely difficult to access any learning in a mainstream classroom and therefore will not make the academic progress that they potentially can. Furthermore, children who have complex Special Educational Needs, and therefore need more bespoke provision in order to meet their full potential, may find this difficult to access in a mainstream classroom setting.

Education Health Care Plan (EHCP)

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. If a child has received an EHCP, the school ensures there is appropriate provision in place to enable the children to meet all Long Term and Short Term Outcomes. This may mean that they have external agency support, bespoke resources, tailored interventions and a bespoke timetable. An EHCP does not mean that a child will receive 1:1 adult support; the child may require adult support to access aspects of the provision in place; however the focus will always be on increasing the child's resilience, independence and academic ability, whilst providing the child with strategies that they can generalise to wider aspects of their life.