

MARTHAM ACADEMY AND NURSERY

SEND SCHOOL INFORMATION REPORT

2024 - 2025

INTRODUCTION

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by clicking [here](#).

SCHOOL INFORMATION

Martham Academy and Nursery Mainstream Primary		Broad Horizons Education Trust Multi Academy Trust	
Executive Headteacher: Mrs Sarah Mules 01493 740071 head@marthamacademy.co.uk		SENCO: Mrs Jo Carlile 01493 740071 senco@marthamacademy.co.uk	
Number on roll:	276		
Percentage of pupils identified with SEN:	18.4%		
Percentage of pupils with an Education, Health and Care Plan (EHCP):	4%		
Communication and interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical need
34.5%	23.6%	38.1%	3.6%

What is SEND?

[The Special Educational Needs and Disability Code of Practice: 0 to 25 years](#) (DFE 2014) defines SEN as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age:

or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

How are pupils with SEND identified at Martham Academy?

Children are identified as having SEND through a variety of ways including the following:-

- Liaison with the previous school or the child's Early Years setting
- Child performing below age expected levels may be an indicator
- Concerns raised by parent/carer
- Concerns raised by teacher: for example, behaviour or self-esteem is affecting performance
- Health diagnosis and liaison with medical professionals and other external agencies.

If a child falls behind, it may not mean that they have special educational needs. We also take into consideration factors such as, school attendance, and other circumstances that may be causing a barrier to their learning. At Martham Academy, we believe that all pupils should reach their full potential regardless of their barriers to learning, so if a pupil is not making enough progress through quality first teaching, we will monitor them and provide extra support within the classroom through adapting teaching methods or using extra resources.

Some of the resources that we have available are

- Use of visual timetables
- Use of feelings trackers
- Use of resources to support literacy and maths, for example phonic mats, hundred squares
- Use of Thrive Approach including calm areas and mindfulness books
- Use of working walls - including new vocabulary
- Use of children's name as a cue when speaking
- Checking back with children's understanding of a task
- Keeping instructions short and simple
- Use of sensory activities that alert, organise and calm pupils

Pupils may be added to our SEN alert list. At this stage some pupils make progress and then are taken off SEN alert. Some pupils however, do not make progress.

What happens next? The graduated approach

If pupils are still not making progress through quality first teaching, the class teacher will have a discussion with parents and the SENCo.

If parents have a concern, they should contact the class teacher in the first instance, who will then discuss it with the SENCo.

At this stage the SENCo may carry out some assessments or screening alongside the class teacher.

A pupil profile will be written by the class teacher where the pupil views will be obtained.

A school support plan will be written, based on discussions with the class teacher and the SENCo and parents.

This will be shared with all relevant people. A review date will be determined for the school support plan.

This cycle of **assess, plan, do and review** is outlined in the **SEND code of practice(2015)** and is called the **graduated approach**.

It is called the **graduated approach** because it may take several cycles of intervention and different strategies being tried before support needs are understood and met.

After reviewing the targeted support, the SENCo may contact outside professionals for advice and or assessment. This includes The Child and Educational Psychology Practice (CEPP) and the Dyslexia Outreach Service. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available [here](#).

In some cases a parent may make a referral for external assessment via their GP. We work collaboratively with parents and external agencies to complete and provide any information that is required.

Education, Health and Care Plans

Sometimes pupils still struggle with learning even after SEN Support has been put in place. An educational health care plan is for pupils who have complex educational needs and disabilities and who need more support than is available through SEN support.

Who can request an EHC needs assessment?

- Teachers(usually the school SENCo)
- Health care staff or other professional organisation
- Parent/carers

Parental agreement should be sought.

Information about the EHC process can be found on the Norfolk SEND Local Offer website

How do we identify pupils with special educational needs?

We identify a child as having special educational needs if they have an area of need in one or more of the following areas:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health difficulties,
- sensory and/or physical.

Cognition and Learning

This is about how your child learns and how they think. Some learning difficulties may be obvious, whereas others aren't. SEN in this area might include:

- difficulties reading or writing or with maths
- specific difficulties such as dyslexia or issues learning new skills
- issues with memory, organisation or planning
- a reduced ability to learn because they have difficulty managing their emotions

Communication and Interaction

This is about how your child communicates with others and their relationships and social skills. SEN in this area might include:

- speech and language difficulties
- problems communicating with others, such as not being able to say what they want to, or having difficulties understanding what's being said to them
- not understanding or using social rules or how relationships with other people work
- struggling with their relationship with you, any siblings, wider family and friends

Sensory and physical

These are physical and sensory things (over or under sensitive senses such as touch or hearing) that could make it more difficult for your child to learn in a usual school or college environment. SEN in this area might include:

- difficulties with hearing or sight or multisensory impairment
- sensory triggers or difficulties
- any physical disability
- problems with fine or gross motor skills – fine motor skills are small movement skills such as picking something up between thumb and fingers and using it, gross motor skills are larger movements such as running and jumping

Social, Emotional and Mental Health

These kinds of difficulties can show in lots of ways, such as being withdrawn or isolated or having challenging and disruptive behaviour. Difficulties could include things like:

- social anxiety, phobias or refusing school
- mental health difficulties such as anxiety or depression, self-harming or an eating disorder
- physical symptoms that there is no identified cause for
- attention deficit hyperactivity disorder (ADHD)
- attachment disorder or difficulties
- self-esteem and confidence issues

How do we assess pupils with SEND?

Our school uses Pupil Asset to track the progress of all pupils against learning outcomes. Teachers use this information to identify and address gaps in learning as soon as possible. Termly assessments also contribute to the monitoring and tracking of progress and learning outcomes on Pupil Asset.

Termly pupil progress meetings are held with the Headteacher or Deputy Head to monitor class progress and children who are not making expected progress will be discussed and actions will be agreed.

All pupils on the SEN register are assessed termly using a variety of standardised assessments which can inform planning for those pupils.

We also have access to a range of questionnaires and screening tools and assessments which we can use to help assess if a child may have special educational needs. We use these to help gather further information about a pupil, not for a formal diagnosis.

How do we record pupils with SEND?

Martham Academy maintains an SEND register to record those pupils with an Education Health and Care Plan and those in the category of SEN Support i.e. those being provided with additional support. There is also an SEND Alert list of pupils who have been identified as not making enough progress. These pupils may move onto the SEND register if they don't make progress after targeted teaching or they may move off the alert list if they start to catch up.

How do we communicate with parents?

Each child identified and assessed as having special educational needs will have a pupil profile. This is written partly with the child and includes parent views, as well as a summary of specific areas of need and recommended strategies to reduce barriers to their learning.

Pupils with SEND will also have a support plan which is shared and discussed with parents during parent/teacher consultation meetings. If parents are unable to attend the meeting, then a copy will be sent to them. Parent consultations are held twice a year, where parents will also be given information regarding their child's progress. Here parents will have the opportunity to speak to their child's class teacher and the SENCo. A school report is also completed for all pupils which includes information on a child's progress regarding learning outcomes, this is usually in the Summer Term.

Parents of pupils with an EHCP will be invited to annual review meetings. They also have the opportunity to contribute to this meeting by completing the Parent views forms before the meeting. Pupils also have the chance to express their views in the same way.

How do we ensure that our Curriculum is accessible to all pupils?

The 'Teacher Standards 2012' contains details about the expectations of all teachers. Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. All teachers have a responsibility for pupils with SEND in their class, firstly by ensuring 'Quality First Teaching', with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND. Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, area of difficulty, prior attainment and background

All staff have the opportunity to attend relevant training to ensure that pupils have the highest level of teaching and support.

We use a variety of resources in the classroom to enable pupils to access the curriculum.

Use of mind maps/jottings

Word/phonic mats

Scaffolding

Teacher modelling

Information presented visually

Working memory activities

Multi sensory approach to tasks - visual, auditory, kinaesthetic

Use of coloured overlays/coloured paper if recommended

Working walls

Use of concrete resources

Targeted literacy, phonics and maths interventions

Keep instructions short

Writing slopes

What additional support is available for pupils with Special educational Needs?

At Martham we understand that pupils may need support in all areas of need.

We offer

1.1 Thrive sessions

Small group nurture sessions

Sensory circuits

Lego therapy

Nelson's Journey/In school Bereavement support

Two classrooms fitted with microphone system

Virtual Connection Network on Ipad and laptop

Wellcomm

Sound Discovery

We work closely with other professionals (speech and language therapist, educational psychologist, occupational therapist) and take advice from them to ensure that our classrooms and teaching supports pupils with SEND in the best way possible.

How do we support the emotional mental and social development of pupils with SEN?

At Martham our philosophy centres on everyone learning, co-operating, playing and developing together. We have a strong focus on the mental well being of both pupils and staff, embracing the 'Thrive Approach' and staff are trained to support pupils through the many challenges they face in modern Britain.

We believe that children's behaviour is often a communication and we use the Thrive approach to understand what children are trying to communicate, helping them to develop emotional literacy and promoting positive mental health. This in turn enables our pupils to become more successful learners.

How Does The School Manage The Administration of Medicines?

The school has a policy regarding the administration and management of medicines on the school site. Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day and the procedure will be explained. Mrs Carlile (SENCo) will produce a Care Plan for medical needs as necessary and organise relevant support and staff training to meet medical needs.

What training have staff undertaken?

We are committed to the professional development of our staff and regularly hold training sessions delivered by internal staff and external professionals. The SENCo shares updates and changes to legislation and resources to all staff via the SEN Shared Drive. As part of Broad Horizons Education Trust we work collaboratively with other schools to share expertise and training. The SENCo also works closely with Norfolk County Council to keep up to date with current policies and practices. Currently our school staff includes: 1 SENCO who holds the National Award for SENCO, 4 trained Thrive practitioners, staff trained in Norfolk Step On and Step Up. LSA's undertake training regularly to make sure that they are up to date with current interventions and support strategies.

The Teacher Standards 2012 detail the expectations of all teachers, and we at Martham Academy and Nursery are proud of our teachers and their development. The Teacher Standards are available [here](#).

How do we help transitions go smoothly?

At Martham Academy and Nursery we aim to make transitioning as positive as possible. We hold transition days in the Summer Term where the children will spend time with their new teacher and learning support assistants. Some children may require additional transition time and meetings with staff, this will be discussed and agreed with parents beforehand. Transition meetings between teachers are held in the Summer Term. SEND Pupil Profiles and support plans are also shared with new class teachers once classes have been identified. As part of our whole school transition we prepare welcome presentations for children and their families which includes information about their new class. Children with special educational needs may have an individual welcome presentation according to their needs and provision. We work closely with Flegg High Ormiston Academy which is the Secondary School in Martham, where the vast majority of our children transfer to, and hold transition meetings with the SENCO and other staff members in the Summer Term. We also complete transition forms we receive from the secondary school for all children with special educational needs to support this. When a child with SEN leaves our school we arrange transfer of their SEN file to their new school once we have confirmation of a start date. For children with special educational needs transitioning to our school from another school we will have discussions with the parents and child and previous school SENCO, and will arrange a visit to the school.

What are our funding arrangements?

Martham Academy and Nursery receives Notional funding directly to the school from the Education Funding Agency to support the needs of learners with SEN. As a school we are also able to apply to the Local Authority for top-up funding for high level needs.

What other professionals/bodies do we work with?

At Martham Academy and Nursery we work closely with health and social care professionals including GPs, James Paget University Hospital, The Newberry Child Development Centre, Early Help and Social Workers. We may attend Team Around the Family (TAF) meetings to help support families of children with SEND. We work closely with Norfolk County Council and may involve the Inclusion Team to help support a child with Special Educational Needs. The SENCO regularly completes reports for the school Governing Body and also meets with the school governor with SEN responsibility.

What to do if I have a complaint?

We at Martham Academy and Nursery aim to do the best we can to support children with special educational needs and to work collaboratively with parents to achieve this. If you are a parent or carer and have a concern about the provision that is being made for your child, then we would like you to give us the opportunity to resolve this by raising this with us. Please contact the class teacher and/or SENCO, Deputy Head, or Headteacher. If a resolution to the issue is proving difficult to find, the Headteacher or Deputy Head will refer it to the Executive Team at Broad Horizons Education Trust.

If you feel that we have not been able to resolve your concern and you wish to make a formal complaint then please see our Broad Horizons Education Trust [Complaints Policy](#) for information on how to do this.

If you want to find out more...

[Norfolk County Council SEND Local Offer](#)

[Special educational needs and disability code of practice: 0 to 25 years](#)

[Equality Act 2010: guidance - GOV.UK](#)

[The Special Educational Needs and Disability Regulations 2014](#)

[Broad Horizons Education Trust Special Educational Needs and Disability Policy](#)

[Martham Academy and Nursery SEND Practice](#)

[Martham Academy and Nursery Safeguarding and Child Protection Practice](#)

[Martham Academy and Nursery Single Equality Practice and Accessibility Plan](#)

[Martham Academy and Nursery Anti-Bullying Practice](#)

[Martham Academy and Nursery Behaviour Practice](#)