



Our 'Local Offer' for Special Educational Needs and Disability (SEND)

'A Rising Tide Lifts all Ships' is our school motto or mission statement and it describes the inclusive nature of our school. We deliver a dynamic, inspiring curriculum aimed at engaging all needs within an inclusive environment. At Marlborough we have experience of a range of learning and physical needs and strongly recognise the value of supporting the emotional well being of all.

Ofsted

Pupils who are disabled or with special educational needs make excellent progress because of the high-quality and well-planned additional support they receive. As a result their attainment is above average for similar groups nationally and they achieve very well.

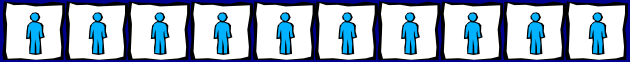


Special Educational Needs

Equality and Diversity




Access Plan

The levels of support and provision offered by our school




1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children.</p> <p style="text-align: center;">Whole class</p> 	<p>Additional, targeted support and provision</p> <p style="text-align: center;">For small groups</p> 	<p>Specialist, individualised support and provision</p> <p style="text-align: center;">Individual</p> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued. • Pupil voice is represented in all aspects of school. • Pupil voice is heard through: <ul style="list-style-type: none"> • topic plans (the children's voice leading the learning in all classrooms) • school council • school Parliament • <i>Learning to Lead</i> principles 	<ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups. • Additional provision is developed in light of pupil voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil. • Pupils' views are an integral part of TAC meetings, Early Support meetings and SEN reviews. • Pupils are supported with person centred planning. • A known adult /technology if needed is available to represent a child and make sure their voice is heard. • All documentation can be presented in a format that is accessible to the student.




2. Partnership with parents and carers

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<ul style="list-style-type: none"> • Marlborough aims to work in partnership with all parents and carers. • The open door policy allows parents to access the provision on a daily basis from 08:30 until 08:45 in the Infants. • The parents/carers of all pupils attend parent/carer evenings. • The school website and blogs enable parents/carers to understand more about what their child is learning. • Weekly newsletters are sent home updating parents/carers about the latest information and dates. • Parents/carers are invited to meet their new teachers early in Autumn Term. • Parents/carers are invited to attend curriculum workshops and meetings and to volunteer with school events. 	<ul style="list-style-type: none"> • Families might be invited to attend information sessions, or signposted to support groups (for example the school nurse) • Our school website offers useful links to, for example, the Family Information Service in Cornwall. 	<ul style="list-style-type: none"> • Parents/carers are supported in attending, and are actively involved in all TAC, Early Support meetings and reviews. • Parent/carers' views are an integral part of TAC, Early Support meetings and SEND reviews. • All documentation is presented in a format that is accessible to individual parents/carers. • Parents/carers are invited to join in with school trips when appropriate. • Parent/carer readers are invited into school to support pupils with individual reading.

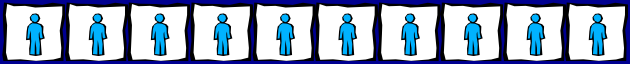


3. The curriculum

<p>Whole school approaches The universal offer to all children.</p> <p>Whole class</p> 	<p>Additional, targeted support and provision</p> <p>For small groups</p> 	<p>Specialist, individualised support and provision</p> <p>Individual</p> 
<ul style="list-style-type: none"> • The child led curriculum is designed to ensure the inclusion of all pupils. • The lay-out of the classroom and the school environment encourages independent ,accessible learning for all children • Ensuring the outside is included in our Curriculum plans promotes the well being and effective learning strategies for all children through LINE (Learning in the Natural Environment) • All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. • A multi -sensory /active curriculum enables the inclusion of all children 	<ul style="list-style-type: none"> • Intervention packages are inclusive, designed around the needs of the children and are discussed with parents and class teachers • The progress of pupils taking part in intervention groups is measured using entry/exit data and information or through questionnaires • Intervention programmes are adapted in light of pupils’ progress or emotional well-being. • Small group interventions include: <ul style="list-style-type: none"> • Forest School • Music Therapy • Social Skills groups • <i>Time to Talk</i> • <i>Nessy</i> • <i>Top to Toe</i> physical skills • <i>1st Class @ Number 1</i> (Maths) • <i>1st Class @ Number 2</i> (Maths) • <i>Rainbow Reading</i> • Maths clubs for GAT Maths 	<ul style="list-style-type: none"> • Assessments, such as dyslexia screening tests, are used to identify pupils who need specific interventions. • Other screening assessments include Sandwell Maths Screening/ Reading Age Assessments/Phonic screening • Pupils are supported in following their interests and curriculum, regardless of their SEN and/or disabilities. • Pupils with special needs and/or disabilities can access the curriculum with adult support and/or technology, as appropriate.

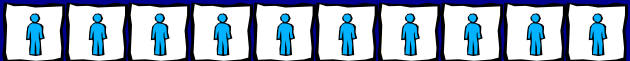
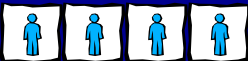

4. Teaching and learning

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<ul style="list-style-type: none"> • Creative teaching is applied in all classrooms to engage all children's interests • The teaching and the environment is adapted to suit the differing learning styles and physical abilities • The tasks allow for reflective learning and social collaboration between all learners, so that everyone's learning is valued • Whole school approaches ,such as the use of a role-play area in each classroom supports the ability to apply learning in 'real' contexts • Sometimes children are taught in ability groups and sometimes they are taught in mixed ability groups • On Fridays ,all of the children from Year 1 onwards are taught in cross phase groups as part of Fabulous Fridays. • iPad technology is accessible to all children in every class. • All children are encourages to be independent learners 	<ul style="list-style-type: none"> • Independent pupil learning is supported by the use of technology, for example: <ul style="list-style-type: none"> • iPads • laptops • Teacher's reflect on the learning of all children and discuss to decide whether extra support/experiences are needed to promote/consolidate/extend the learning experiences. 	<ul style="list-style-type: none"> • Personalised and highly differentiated activities are provided, enabling independent learning. • Support is in place for pupils who need more intensive support; eg for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia, etc. • Our School SENCO liaises with local professionals from health and education to help signpost the correct support and acts on their advice to provide suitable support • Special examination arrangements are put in place for internal and external tests, for example, reader scribes, extended time to complete tests, etc.

5. Self-help skills and independence

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<ul style="list-style-type: none"> • The flexible learning environment helps to promote independence and allows for different learning styles. • Technology is available to aid independence; eg iPads 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom, they are there to help facilitate independence. • Pupils have access to equipment to help them to learn, such as overlays, ergonomic pencils, tactile sensory support equipment • Pupils have access to: <ul style="list-style-type: none"> • task management or <i>Now and Next</i> boards • Visual timetables 	<ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person, so that they have self-coping strategies to improve independence; eg structured independent activities • Personalised task management boards and timetables are in place to support independence.

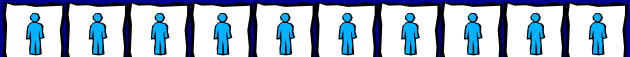
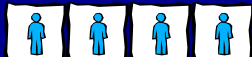

6. Health, wellbeing and emotional support

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<ul style="list-style-type: none"> • We are currently a beacon school for LINE which promotes learning in the outdoor natural environment which helps enhance the well-being of all children. • Mrs Tuffery and Mrs Williams are co-ordinating LINE in our school • We are part of the Healthy Schools initiative • Healthy organic meals are prepared and cooked on site. These are planned to provide a healthy balanced nutritional intake using locally sourced seasonal food • The nurturing nature of the school values the teacher /child relationship 	<ul style="list-style-type: none"> • Forest School /Social Skills/Time to Talk/ Music Therapy groups help to address: <ul style="list-style-type: none"> • self esteem • social skills • Multi-skills events are run to aid resilience and emotional well-being; eg inclusion festivals 	<ul style="list-style-type: none"> • TACs, Early support meetings and reviews are supported by a range of agencies. • Additional support for students can be requested from: <ul style="list-style-type: none"> • CAMHS • social care • Dreadnought • Scallywags • Penhaligons Friends • Behaviour support service • Educational Psychology • Individualised support is provided for pupils who begin to display early signs of health, well-being or emotional needs. • Pupils with specific medical conditions have individual health care plans.




7. Social interaction opportunities

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<ul style="list-style-type: none"> • Role-Play areas in all classrooms • Marlborough manners games and LINE activities for all children • Fabulous Friday, cross phase teaching for all apart from the Reception Class. 	<ul style="list-style-type: none"> • Social skills groups, eg Forest School, • Socially speaking, Time to talk 	<ul style="list-style-type: none"> • Teaching assistants use social stories with individual pupils.

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

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<ul style="list-style-type: none"> • Marlborough has one lift in order to access the upstairs environment. We have wheel chair accessible classrooms. • Flexible Furniture allows easier access for all as well as providing a positive flexible learning environment. • Fitted hand-rails along the upstairs corridor allow easy access. • Ramps and decking allow access to all inside and the outdoor playgrounds and courtyard area. 	<ul style="list-style-type: none"> • Some adapted PE equipment and soft play equipment is available. • Three specially adapted toilets, two with beacon lights and alarms. • There are a number of named adults who are <i>Team-Teach</i> trained. 	<ul style="list-style-type: none"> • We have disabled toilets including one that has an integral shower and adjustable plinth changing table. • Specific adults are trained in manual handling. • Designated spaces can be made available for simple physiotherapy. • Specialist equipment in practical lessons enables disabled pupils to be independent. • Surround sound speakers are fitted in all classrooms and specialist hearing transmitters are used where required.

8. Transition from year to year and setting to setting

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<ul style="list-style-type: none"> • There are strong links with feeder pre- and secondary schools. Staff identify children who may need extra support at transition from KS2 to KS3. • Primary children visit secondary school regularly from year 4 for specific events. • Secondary staff visit and teach/support feeder primary schools. • Taster days for students in years 5 and 6; two or more induction days for year 6 pupils and some students in year 6 are also invited to attend Summer School. • Within school, children meet their new teachers during Fabulous Friday lessons throughout the year. • Strong links with feeder pre-school and transition days for pre-school children transferring into school 	<ul style="list-style-type: none"> • Pupils identified as possible struggling with transition have many additional visits in small groups. 	<ul style="list-style-type: none"> • SENCO attends pre-school TAC, Early support and review meetings. • The secondary SENCO is invited to year 5 and year 6 annual EHCP reviews (and earlier if the parent requests this). • Year 6 pupils with SEND have extra visits to the receiving secondary school if applicable or necessary. • SENCO provides support and advice to parents if transferring to a specialist setting will visit with the parent ahead of applying and in some circumstances invite the receiving SENCO to our setting before application.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Child Development Centre	CDCs support multi agency assessment, inclusion and engagement of children into Early Years teaching	Child Development Centre, Truro 01872 253878
Speech and Language Therapy (SALT)	Offers advice and support to pre-school and school aged children in various settings	Inclusion Service / Family Information Service 01208 834488
Paediatric Physiotherapy	Supports children with physical needs, providing a physiotherapy programme	Pendragon House, Treiske 01872 254514
Occupational Therapy	Supports children with day to day access needs	Pendragon House, Treiske 01872 254514
Dietitians	Supports schools and parents to help children eat healthily, well and to manage medical conditions	Pendragon House, Treiske 01872 254514
Child and Adolescent Mental Health Service	Supports children and young people up to the age of 18 with serious mental health issues	Royal Cornwall Hospital Trust 01872 221400
School Nursing Service	Provide confidential help and advice for children and young people	School Nursing Cornwall 01326 430056
Teacher of the Visually Impaired	Supports school age children with vision needs	Vision Support Team 01579 341335
Teacher of the Deaf and Specialist Hearing SALT	Supports school age children with auditory needs	Hearing Support Team 01726 61004
Autism Spectrum Team	Supports school age children with autism through specialist advisory teachers, speech and language therapists, a nurse and team workers	Inclusion Service / Family Information Service 0300 1234 100
Accessing Alternative Communication Team	Supports parents, children and teaching staff in accessing alternative communication	Inclusion Service / Family Information Service 01872 323061
Teacher supporting Children with disabilities	Supports parents, children and teaching staff with physical needs	Inclusion Service / Family Information Service 01209 616962
Equipment OTs (re buildings)	Advises schools on access arrangements, equipment and site modifications	Inclusion Service / Family Information Service 01872 323061
County Education Psychologist	Provide statutory support for children with an Education Health Care Plan / Statement	Inclusion Service / Family Information Service 0300 1234 100
Falmouth Schools Education Psychologist	Supports the school in assessing and meeting the needs of children with individual needs	c/o sendco@marlborough.cornwall.sch.uk 01326 314636
Music Therapist	Provides therapy through small group or individual musical sessions	c/o sendco@marlborough.cornwall.sch.uk 01326 314636
Barnardos	Act as a children's advocate and provide social and emotional support	Family Information Service 01566 86873
Scope Inclusion Team	Work with disabled children, their families and schools, offering practical support, eg manual handling	Inclusion Service / Family Information Service 080 8 800 3333