



# Marshland St James Primary School

## SEN Information Report

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At Marshland St. James Nursery and Primary School, we believe in participation for all, expressed through our Christian vision, Micah 6:8:

“Do what is right, love being kind to others, live humbly.”

We are committed to creating an inclusive school culture that responds to the diversity of our pupils’ backgrounds, interests and needs so every pupil can become a successful learner and make the best possible progress.

This SEND Information Report sets out the range of provision and support available for pupils with identified SEND. Our offer is kept under regular review and may change according to staffing, budget and policy updates. Our full SEND Policy can be found on the school website or by request from the school office.

## What is SEND?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

A child or young person has an 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 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.

If a learner is identified as having SEND, we will provide provision that is **additional to or different from** the normal adapted curriculum, intended to overcome the barrier or barriers to their learning.

## What kinds of SEN do we support?

### 1. Communication and interaction

A pupil who finds it hard to talk, understand language, take part in conversations or communicate their needs.

### 2. Cognition and learning

A pupil who learns more slowly than others, finds it hard to remember or apply new skills, or needs things taught in different ways. This covers general learning difficulties and specific difficulties like dyslexia or dyscalculia.

### 3. Social, emotional and mental health

A pupil who struggles with managing feelings, behaviour or relationships. This can include anxiety, depression, attention difficulties or challenging behaviour linked to emotional needs.

## **4. Sensory and/or physical needs**

A pupil who has a disability or sensory difference such as sight, hearing, touch or movement that makes learning or moving around school difficult

### **How do we identify pupils who need SEND support?**

At different times in their school career, a child or young person may require SEND support.

We welcome parents' and carers' views - you know your child best. We only see them at school, so your observations are very important. Please tell us if you have any worries or notice changes in your child. We will share our concerns with you and work together to help.

We check how pupils are doing across the year, at least every term. The SENCO meets regularly with teachers to talk about pupils' progress.

We use a range of simple tests for reading, spelling and maths, teacher assessments and classroom observations to spot where pupils are finding learning harder than other pupils of the same age.

After each termly assessment, we look at the data to find pupils who are not making expected progress. Those pupils are discussed at termly pupil-progress meetings with the class teacher, the Headteacher and the SENCO.

### **If my child is having difficulty with an area of learning, how will the school staff deal with this issue?**

- If you have a concern about your child's development or an area of learning, you can discuss this with your child's class teacher and/or Mrs O'Neill who is our SENCO.
- Where a member of staff has a concern about a child's development or a difficulty, they will discuss the concern with you, the parent first. The teacher may fill in a referral form and give it to the SENCO, who will look at the evidence and begin to identify what the specific difficulty is. The SENCO will help support the class teacher to adapt what they do in class to help your child overcome their difficulty.
- The class teacher and/or SENCO will meet with you, the parent, to discuss the issue and tell you what the barrier to learning is and what they are going to try with your child to help to overcome that barrier.

- A SEN Support Plan may be put in place which will follow the statutory process of Assess, Plan, Do, Review. You will be part of this process so you can see how your child is progressing. The SSP will evidence the target to be worked towards and the method of achieving it through interventions in order to close the learning gap.
- Your child may be added to the SEN register which means we recognise that your child has a global difficulty (across all areas of learning) or a specific difficulty with learning. This will be addressed through targeted provision from the class teacher, additional support and/or intervention groups. Where necessary external agencies will be consulted with to ensure that the provision is appropriate for your child's needs and will help them make progress. The SENCO will monitor your child's progress throughout this process.

## **How do we encourage you to raise your concerns?**

You can raise concerns at any time about your child by discussing concerns with the class teacher and/or the Special Educational Needs Coordinator (SENCO) Mrs Gemma O'Neill.

Each term, parent consultations are held where your child's progress and attainment is discussed. This is also an opportunity to explore any difficulties your child may be having and find out about what support is in place to meet their needs at school as well as finding out how you can help your child at home.

## **Who will oversee the education plan for my child?**

All children on the SEN register have a SEN Support Plan that is written by the class teacher and monitored by the SENCO. This plan outlines their needs and the strategies that are used to meet those needs. This is known as an Assess, Plan Do, Review cycle. These will be co-constructed with you either at parent consultations or discrete SSP meetings, where we ask for your views. This is your chance to talk to us about any concerns you have or successes that your child has experienced throughout the previous term.

Children with an Education, Health and Care plan will also have a SEN Support Plan to ensure that all the outcomes on the EHCP are being worked towards. The class teacher

ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and impactful.

## **Who will be working with my child?**

On a day-to-day basis:

The class teacher has overall responsibility and will teach and support them daily.

Learning support assistants under the direct supervision of the class teacher.

The SENCO will monitor your child's provision.

Weekly:

Some children access Speech and Language Therapy through a referral process. A package of support may be offered after an assessment with a therapist.

The Norfolk SEND and Inclusion Team may provide packages of support for individual children or small groups. This is accessed through a referral system.

At varied intervals:

The Norfolk SEND and Inclusion Team may provide a specialist practitioner, specialist teacher or educational psychologist to help parents, school and the child unpick the child's needs and offer advice and recommendations.

## **How does my child know how they are getting on with their learning?**

Each day your child will receive written and/or verbal feedback on whether they have achieved the learning objective and feedback to help them move their learning forward.

This is called Marking in the Moment. This instant feedback is crucial for developing your child's ability to make changes to their learning or feeling the success of their achievements. Some children may only receive verbal feedback if this is the most suitable means of communication.

## **How will the school monitor the effectiveness of its SEND arrangements and provision?**

Termly reviews of the progress the children have made and the next steps needed to support their needs.

Regular learning walks and observations completed by the SENCo.

Half termly pupil progress meetings, learning walks and observations by the Senior Leadership Team.

Grace schools also carry out quality assurance across the Trust in the form of detailed audits of provision, training and staffing. We have a Director of Inclusion for the Trust who also works with schools closely to monitor and review provision.

This monitoring ensures that our SEND practice is adapted and developed effectively as we strive to do the best for all our children, ensuring that they make progress from their starting points and all their needs are known, understood and met.

## **How is extra support provided to meet my child's needs?**

Your child's needs may be met through:

### **Quality First Teaching**

Quality First Teaching is the first thing we do to help all pupils. It means every teacher plans lessons so all pupils can learn and make progress.

### **What this looks like in class**

- Teachers expect the best from every pupil.
- Lessons start from what each pupil already knows and can do.
- Teachers use different ways of teaching so everyone can join in - this might be by changing the task, giving a step-by-step model, chunking (breaking the learning into smaller chunks or steps) or using pictures and hands-on activities.
- Work is set with the right adaptations: children learn the same content but their route to this learning can be different.

## **Targeted intervention**

Where a specific learning need has been identified, keep-up intervention may be in place.

This may run in the classroom or in separate sessions outside of whole-class teaching.

They may be delivered by a teacher or teaching assistant and are usually group sessions to target a group of pupils with a similar need so they keep up with the learning.

Targets will be identified before the intervention begins and their impact will be reviewed and assessed once complete.

## **Specialist intervention**

For some children, it will be necessary to provide a highly tailored, bespoke intervention to meet a child's needs.

In some occasions, this may involve 1-to-1 support after extensive support from outside agencies.

Some children will have access to aids and materials to support their learning.

## **How will I be able to discuss my child's progress and plan and review their support, in addition to the normal reporting arrangements?**

You will meet with the class teacher to discuss your child's progress, review their achievements and targets.

Each term, you will be asked to collaborate in writing their SEN Support Plan based on the teacher's assessment of your child's needs. This involves using the APDR process – Assess, Plan, Do, Review. Your views and your child's views will be part of this.

If your child has an Education Health Care plan we will meet formally each year to review the plan, celebrate success and adapt the plan to ensure it continually reflects the needs of your child as they grow and change.

Face to face meetings, telephone conversations and informal discussions are also means of communication and will ensure a good partnership between home and school. The class teacher is your first point of contact however, Mrs Gemma O'Neill (SENCo) is also available to meet with you should you have any concerns about your child.

## **How do we encourage your child to share their views?**

Before or during parent consultations, we review the SEN Support Plan (assess, plan, do and review) targets with your child so that we understand whether our provision is right and working for them.

Carrying out pupil surveys

Class teacher discussions with your child

Termly pupil voice discussions with the SENCO

## **What pastoral, medical and social support is offered to the children at Marshland St James Primary School?**

Children are supported by the class teacher and the learning support assistants within the classroom overseeing the wellbeing of children on a day-to-day basis.

The SENCO, Senior Leadership Team and and Mental Health Lead, oversees the pastoral, medical and social support of all pupils

We liaise with health professionals to ensure care plans are in place and implemented correctly for children with medical needs.

All staff have basic first aid training and these members of staff are called upon to support children when necessary.

Other support and intervention include:

- After school clubs
- Themes worked on in school include – road safety, online safety, anti-bullying, etc.
- Play Leaders
- Drawing and Talking intervention
- Early Help
- Worry Busters intervention
- Lego Therapy

## Expertise of our staff

- The SENCo holds the National Award for SEN Co-ordination.
- All teachers have QTS
- All staff are First Aid trained
- One learning support assistant is a trained Drawing and Talking practitioner.

## What other training have staff received?

- Primary Knowledge Curriculum Access for All
- SEN Consultations for specific areas of need or how to support individual children
- Local Authority Support Services
- SoundsWrite
- Can Do Maths
- Lego Therapy
- Worry Busters
- Safeguarding Training September 2026
- A staff CPD cycle that incorporates training for how to meet the needs of all learners, ensuring access to Ordinarily Available Provision and making reasonable adjustments to ensure all children can succeed.

## Access for all

We have a number of extra-curricular activities at Marshland St James Primary and Nursery School, ranging from after-school clubs to residential trips.

We support pupils by ensuring we make reasonable adjustments so that every young person is included in every aspect of school life.

We therefore undertake risk assessments for all our pupils in conjunction with the school trip leader, parents and any outside agency where appropriate.

All our buildings are wheelchair accessible and we have a number of disabled facilities within school, ranging from toilet facilities to parking bays.

Norfolk County Council's local offer for children with Special Educational Needs and Disabilities (SEND) has been developed to provide a consistent response to all students and families in our care.

This Local Offer will provide clear, comprehensive and accessible information concerning the provision made for students with SEND.

The Local Offer is used in conjunction with the Grace Schools approach, where the core philosophy centres on every child's entitlement to a high-quality curriculum - valued, specified, well-sequenced and taught for retention.

- Education Principles: [Grace Schools Education Offer](#)
- Norfolk Local Offer: [Norfolk Local Offer](#)

## **Who should I contact if I want to discuss my child's progress?**

Your child's class teacher is always your first point of contact. They are available to speak before or after school and you can arrange an appointment to see them to allow the time to discuss your concerns fully.

Following this, the SENCo (Mrs G O'Neill) is available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs.

If you still feel you need to discuss your concerns further following discussions with the class teacher and SENCo then the Head teacher is happy to meet to discuss your child's needs and ongoing support.

## **Who is the SENCo?**

Our Special Education needs Co-ordinator is Mrs Gemma O'Neill and can be contacted via the school office or [sendco@msj.graceschools.org.uk](mailto:sendco@msj.graceschools.org.uk)

## Complaints

Parental concerns and worries are important.

Concerns and worries are often best shared with the class teacher and then the SENCO. If this does not resolve the matter, parents should refer to the Headteacher.

If a parent feels that an issue has not been resolved, they can follow the school's Complaints Policy.

The Complaints Policy can be found here: [Complaints Policy](#)

## Our promise

We are committed to providing a caring, inclusive and supportive environment where every child can thrive.

## Other useful contacts and information

### SENDIASS

- **Telephone:** 01603 704070
- **Email:** [norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk)

### Contact

- **Email:** [info@contact.org.uk](mailto:info@contact.org.uk)
- **Telephone:** 0808 808 3555

### SEN Gateway

- **Telephone:** 020 3925 3596
- **Email:** [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)

### Independent Special Education Advice

- **Telephone:** 01799 582030
- **Email:** [office@ipsea.net](mailto:office@ipsea.net)

## Family Voice

- **Telephone:** 07950 302937
- **Email:** [office@familyvoice.org.uk](mailto:office@familyvoice.org.uk)

## Norfolk Local Offer

Find information on support in education in Norfolk.

We provide free and impartial information, advice and support about special educational needs and disabilities (SEND).

We run a free helpline for parents and carers with a disabled child aged from birth to 25, living in any part of the UK.

The SEND Gateway is an online portal offering education professionals free, easy access to high-quality information, resources and training.

Our vision is that children and young people with special educational needs and disabilities are able to fulfil their potential.

Family Voice is the parent carer forum for Norfolk. They work with, not for, the local authority, health and social services to improve services.