



Lisle Marsden Primary Academy SEND Information Report

Coproduced by school staff and parents and carers

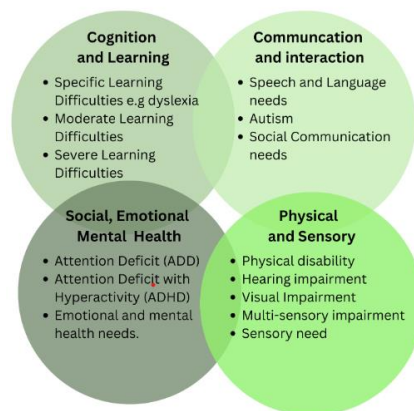
June 2025

Questions referenced to the SEN (Information) Regulations (Clause 65)

DECISIONS ABOUT WHETHER A STUDENT HAS SEND (Special Education Needs and Disabilities)

How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?

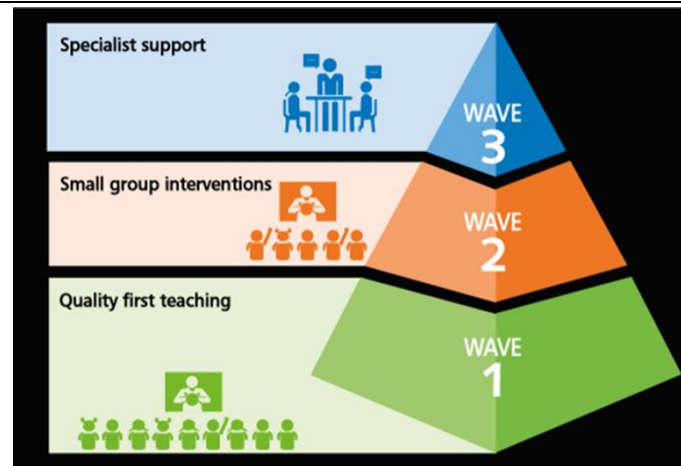
- Needs have already been identified by the previous setting or other professionals before they join us for their Reception year. Other needs may not become apparent until a child is older.
- Not progressing at the expected rate and normal classroom teaching strategies are not sufficient to help the child to improve - Parents and class teachers are usually the first to recognise this.
- Medical issues for which parents are seeking advice.
- Discussions with parents – behaviours or needs at home, e.g. wellbeing, which do not appear to be evident in school.
- Communication is vital - regular opportunities for class teachers and parents to meet with one another.
- There are four areas of need:



- Not all children with behavioural difficulties have a special educational need, but this is often not the case, especially if they respond well to consistent management and appropriate rewards and interventions.

If I have a concern about my child, what is the procedure?

- Class teacher - agree a time when you can talk without distraction and in more privacy.
- If appropriate, the class teacher will share your concerns with the Special Educational Needs Co-ordinator and additional support or provision will be agreed with you, as necessary for the individual situation, e.g. observations, nurture support, Early Help meeting, sleep referral, Compass Go referral.



How is the decision made about how much individual support pupils will receive?

- **Wave 1 (Universal): Adaptive teaching** - making small changes to the teacher's planning or by providing different resources or even changing the classroom layout (provided for all pupils as part of Quality First Teaching) At Lisle Marsden we refer to this as '**Wave 1**'. This is the everyday classroom teaching experience available to all pupils, including those with SEND. Wave 1 involves well-planned, high-quality teaching. It is also inclusive, as it seeks to meet the needs of all children, whatever their needs, learning style, personality or level of ability. This means that, through careful planning and teaching, children access the same learning, but perhaps in different ways or at different levels. This is called adaptive teaching. This will mean using a wide variety of strategies and resources (there are too many to name, but some examples are support from an additional adult, teacher-guided group work, partner work, visual aids, pencil grips or ICT assistive technology).

- **Wave 2 (Targeted): Small group/individual sessions** in a targeted subject and is known as '**Wave 2**' support. Children supported at Waves 1 or 2 will not always necessarily have a Special Educational Need or Disability (SEND), but they may have. This is not classed as SEND support. Should a child have a diagnosis but not require any additional support they are added to the SEND register. This is to inform staff especially during the process of transition and in case their needs change.
- Teachers routinely review progress and assess attainment. If more than Wave 1 provision is required, then additional support will be provided for a short period and then reviewed. This is called Wave 2 support and goes beyond classroom adaptations (although of course full Wave 1 entitlement continues in addition to anything provided at Wave 2). Wave 2 support usually takes the form of small group teaching sessions in a targeted subject. Children supported at Waves 1 and 2 will generally not have a Special Educational Need or Disability (SEND), but they may have.
- **Wave 3 (Specialist):** Additional support outside of the normal classroom support - '**Wave 3**'. All children working at Wave 3 will meet the SEND criteria set out in the SEND Code of Practice (2014) and the Academy SEND policy. Most children, including some with a SEND, will never need support beyond Waves 1 and 2, as these will be sufficient to meet their needs. Some children however, will require something additional and/or different in terms of support to meet their special educational needs and, at Lisle Marsden, this is called 'Wave 3'. All children working at Wave 3 will meet the SEND criteria set out in the SEND Code Of Practice (2014) and the Academy SEND policy. Like Wave 2, Wave 3 support is additional to Wave 1 support and not a replacement for it, as that entitlement remains. Wave 3 support, just like Waves 1 and 2, is regularly reviewed to ensure that children always have the best level of support for them as individuals. For some, Wave 3 will be in place for a relatively short time, whereas the needs of others will mean that Wave 3 is appropriate for much longer. As part of this review process, those with complex needs may be referred for assessment to determine whether or not an Education Health and Care Plan would be necessary.
- **Pupil Passports** are created for those at Wave 3. Parents are invited to share their views on appropriate targets and progress and set objectives when termly Pupil Passports are reviewed or at any other appropriate point.

My name is: I like to be called:		Lide Marsden C of E Primary Academy  Date added to SEN register: Date taken off SEN register:	Things that are important to me:
Date of birth: 24.05.2016 CoP Cycle number:	PICTURE	I would like you to know that:	I find it difficult to:
Outside agencies involved:		Things that I am good at:	
SEND Outreach Compass Go Young Minds Muttter SAS G&L SAS G&I SAS SENH CDE EY HIT/NT Paediatrician			
Area of Need: Cognition and Learning Communication and Interaction Sensory and/or Physical Social, Emotional and Mental Health Any other information, e.g. referral, medical		I would support me if you could: I will support myself by:	
Data and attainment information:			
Progress Year 5/6 End TAs Spring End TAs Summer End TAs IN THIRDS SCORE	R R R R R R	STAG STAG STAG STAG STAG STAG	R R R R R R
Progress Year 5/6 End TAs Spring End TAs Summer End TAs IN THIRDS SCORE	R R R R R R	STAG STAG STAG STAG STAG STAG	R R R R R R

Additional support:			
Autumn Term	Spring Term	Summer Term	
REVIEW DATE: OUTCOME: (tick one)	Remove from register	Who attended? Begin another cycle	Seek professional support Access Pathway Referral EHC Assessment
Next steps:			
Pupil Views: Automatic:		Parent Views: Automatic:	
Pupil signatures:		Parent signatures:	
Shared Outcomes Spring Term	Progress: (include class & intervention)	Implementation (date & flow of time)	Review and IMPACT (date & weeks)

- The Academy's Special Educational Needs Co-ordinator (SENCO) has an overview of all Wave 3 provision and helps monitor pupil progress. The SENCO can offer advice and support to staff, provide specialized assessments, and is available to meet parents to answer any queries about provision or discuss concerns that parents/carers may have. This is best done by appointment, to allow appropriate privacy and time for conversations.
- If appropriate, support may also be provided by **other agencies** and advice offered will be considered by Academy staff. These agencies may include services provided by the local authority (e.g. Children's disability service and the Education Team for Hearing and Vision), the NHS (e.g. speech or occupational therapy), the Educational Psychologist and independent Speech and Language Therapist, North East Lincs Parent Carer Forum (NELPCF), Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS), Compass GO, Early Help, School Nurse.

SUPPORT FOR LEARNING AND WELL-BEING

How does the school support pupils with educational needs?

- Class teachers are responsible for devising and planning education programmes for pupils with SEN, with input from the SENCO if required. These programmes are always based on individual need.

- In some cases, programmes will be devised and provided by involved outside agencies, working in partnership with the school and parents/carers.
- Most programmes are delivered by the teacher and other classroom staff as part of daily classroom practice. Others may be delivered, or complimented by, short, regular withdrawal sessions with SEN support staff.
- All SEN programmes are overseen by the SENCO and reviewed termly on an Assess/Plan/Do/Review basis.

What does assess, plan, do, review mean?

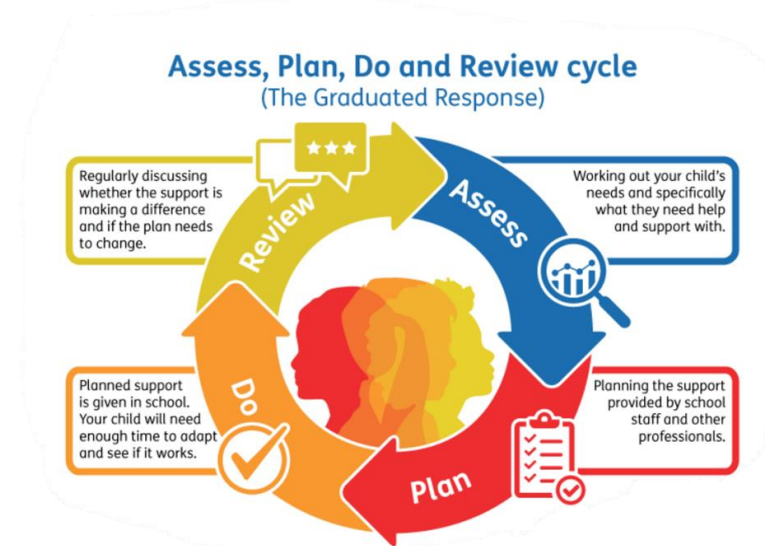
Assess/Plan/Do/Review is the monitoring method recommended by the 2014 SEND Code of Practice.

'Assess' - establishing precisely where a child currently is with their learning.

'Plan' - deciding what needs working on, when, how and for how long.

'Do' - delivering the support for the agreed period of time and

'Review' - evaluating how successful the 'Do' part has been.



- A decision, or assessment, then needs to be made about what needs to happen next to make further progress and so the Assess/Plan/Do/Review cycle continues for as long as the child needs SEN support.
- How long children require SEN support very much varies from child to child and depends on the nature and extent of the difficulty. Some children will only need additional support for a few weeks or months, whereas others may need it for much longer.

- Others still may dip in and out of support as they develop and their needs change. In relatively rare cases, some children will require more support than the Academy is able to provide from within its existing resources. In such cases, the Academy could request the local authority to consider providing additional funding through an Education Health and Care Plan (EHCP). This would involve a referral process with parents/carers views and the needs of the child at its centre.

What is an EHCP and why would I need one?

- It is for young people up to 25 years of age who need more support than is available through Special Educational Needs support. It identifies educational, health and social needs and sets out the additional support to meet those needs.
- Anyone (parent/carer, SENCo, health professional, social worker etc) can make a request for a child or young person to be considered for a needs assessment. <https://sendlocaloffer.nelincs.gov.uk/what-is-an-education-health-and-care-needs-assessment/>

Who supports pupils with SEN and what are their roles?

Class teachers:

- liaise with the SENCO to agree which children require additional support (Wave 3) because of an additional need.
- are responsible for providing adaptive teaching and learning opportunities and ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are different from, or additional to, those normally available to pupils of the same age.

The SENCO:

- **is responsible for overseeing the day to day running of the Academy's SEN provision** on behalf of the Head Teacher and Governing Body
- **works alongside the SEND team** which includes a part time SEND teacher/Assistant SENCO, two full time and one part time Specialist SEND and Pupil Wellbeing Mentors.
- **identifies a list of pupils with special educational needs on the SEN register**, recording those in receipt of additional SEN support, including those with current Education Health and Care Plans (EHCPs).
- **is available to meet with parents** to discuss progress and provision and also liaises with, and advises and supports, teaching staff.
- **manages other school staff** who support vulnerable learners, both in and out of the classroom.
- **works with outside agencies**, including representatives of the local authority, to support those with additional needs.
- **keeps the head teacher and governing body informed about key issues.**

The Head Teacher and Governing Body:

- have overall responsibility for monitoring and evaluating the progress of all pupils and will make strategic decisions to maximize learning opportunities.

How is information communicated to parents?

- The Academy is committed to working in partnership with parents/carers and their children.
- Parents evenings and any other meetings by mutual agreement

- End of year school reports.

How is the support and needs recorded?

- SENCO records SEN provisions on:
- the Academy's own **Provision Maps (groupings of different support)**
- **Pupil Passports (Individual record of support and need)**. The teachers work from these documents to provide learning opportunities and to monitor progress termly.
- **EHCPs (Educational Health Care Plan) – reviewed yearly as a whole document**. Children with more complex needs, including those with EHCPs, will have their progress and provision recorded on a Pupil Passport. The outcomes on the EHCP may be broken down into smaller steps and added to the Pupil Passport. The passports are reviewed termly and the EHCP is reviewed annually. As well as class teachers communicating information, parents/carers can also at any time request an appointment with the SENCO to discuss their child's needs.

What mechanisms are in place for supporting pupils' overall well-being?

- Academy staff monitor children's wellbeing (pastoral, medical and social needs) on a daily basis and will discuss concerns with parents/carers.
- If helpful, support mechanisms will be put in place and other staff or agencies will be involved as appropriate, including Lisle Marsden Child Care Centre staff if relevant.
- Social skills or self-esteem support, e.g.
 - playground buddy systems
 - assigning a member of staff that a child can choose to access as a friendly ear
 - targeted group or individual work with one of our Specialist SEND and Pupil Wellbeing Mentors.
 - Referral to Compass Go or NAVIGO (Young Minds Matter).
 - Time in the nurture room or outdoor SEN area – chat/reflection/being with our school rabbit.
 - ELSA sessions (Emotional Literacy support) - a 6+ week block of support in areas such as anxiety, regulating emotion, friendships.

Medical Provision

- Long term medical issues are addressed on an individual basis, according to professional advice given.
- Where necessary (for example when a child requires close monitoring due to a condition such as diabetes or epilepsy), an Academy Individual Healthcare Plan (IHP) will be drawn up in consultation with parents/carers and reviewed annually or as changes arise.
- Medication, whether prescribed or not, most can be administered by parents/carers either before or after the school day, especially where medication is being administered on a short term basis.
- In some circumstances, for example as with inhalers for asthma or medication for diagnosed, long term conditions, children's requirements are managed within the school day, in accordance with the Academy's Medicines Policy. In such cases, all medicines

must be prescribed by a qualified medical practitioner and it is the responsibility of parents/carers to ensure that the medication is provided for as long as advised and presented in its original packaging.

- Full written permission is also needed, in line with the Medicines Policy, so that safe procedures can be followed by staff. Academy staff sometimes work with outside agencies, who provide advice and support, to meet children's pastoral, social and medical needs.

What support systems are in place for addressing behaviour, avoiding exclusions and increasing attendance?

- **The Academy's behaviour policy** (available on the Lisle Marsden website) promotes positive behaviour and also dealing with unacceptable behaviour.
- **Close partnership with parents and involve affected pupils** in carefully monitored individual behaviour programmes (to avoid exclusions).
- If appropriate, there will be **liaison with relevant outside agencies**. The Academy will only use exclusion as a last resort.
- **Attendance of all pupils is closely monitored** on a daily basis by the Academy's Attendance Officer. All pupils have high attendance targets. **Poor attendance (below 90%) is challenged** and if attendance rates do not rapidly improve further action will be taken. Positive attendance is promoted through on-going reward systems for individuals and classes, including celebrating and rewarding 100% attendance weekly, half-termly and annually.

How are the views of pupils taken into account?

- When it is necessary to take action to promote an individual child's well-being (e.g. a regular medical procedure in school), this usually means that something needs to happen that does not happen to most other pupils, because adults have agreed that it is a good idea. This needs to be handled sensitively, so that children feel respected and supported.
- Academy staff always seek pupils' views about issues that affect them, taking into account an individual child's age and level of understanding.
- Children are always treated respectfully and made aware of situations and procedures that involve them.
- As with learning, the goal is always to keep children safe whilst helping them take increasing responsibility for becoming as independent as possible when meeting their own needs.
- Pupils are encouraged to share their views about their learning and well-being on their Pupil Passports.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

How will parents know how their child is doing?

- In addition to normal reporting arrangements, there are opportunities for parents/carers to discuss their child's progress with staff at termly Parents' Evenings.
- Class teachers and the SENCO are also happy to make appointments at other times during the term and parents/carers are also involved in meetings with outside agencies when an individual child's progress is being discussed.

How does the school know how well any individual pupil is doing?

- Teachers monitor how well children are doing on a continuous, daily basis. These judgements contribute to the Academy's ongoing assessments of attainment in Reading, Maths, Writing and Spelling/Punctuation/Grammar for each child.

How do parents know what progress their child should be making?

- The assessments mentioned above are linked to age related expectations. Not all children, especially those with special educational needs, will achieve age related expectations, but the Academy staff expect all pupils to make at least good progress from their individual starting points.
- parents/carers receive targets for their child(ren) by reviewing and commenting on the pupil passports shown during parent's evenings.
- End of year progress report that relates clearly to the targets provided in September.

What opportunities are there for regular contact between home and school?

- **DOJO** allows communication between parents and teachers.
- All parents/carers also receive regular Academy updates via **online Newsletters or DOJO posts**. These may feature forthcoming events, celebrating pupil successes and providing useful information e.g. term dates.
- In addition
- **Each class teacher sends out their own regular DOJO posts** informing parents of curriculum themes, any year-group specific events, trips, individual successes, e.g. star of the week, maths award, Values in Action award etc.
- All children have **home-school online Reading Records** so that teachers and parent/carers can exchange relevant comments.
- All year groups also have **homework**.
- Teachers are often briefly available at the start and end of the school day for quick queries, but will also respond to requests for a longer meeting or telephone conversation.
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How are parents involved in discussions about planning for their child's education?

How are children able to contribute their views?

- At Lisle Marsden Primary Academy, parents/carers are involved in their children's education before they start Reception Year, through tours of the school and meetings with the new teachers.
- At the beginning of each school year targets are set for each child and the Provision Mapping and Pupil Passport cycle continues for those receiving SEN support.
- Teachers share targets and review them with parents/carers on a termly basis, at Parents' Evenings and during other conversations, as appropriate, involving parents/carers as partners in our pupils' education.
- In addition, the progress of children with Education Health and Care Plans is reviewed at least annually, involving all who support their needs.

- During Reception Year, as well as the Parents' Evening appointments available to every year group, there is also a meeting to introduce Monster Phonics and to share successful home reading strategies.
- Parents are invited to attend class worship/assemblies.
- Children's views about their learning and progress are routinely sought by teaching staff both formally and informally during lesson time, so that they understand their learning journey and feel involved in their own progress.
- Pupil Passport targets are provided to parents/carers termly at parents' consultation meetings, and Pupil Passport targets are shared and discussed with pupils, in child-friendly language that they can understand and respond to. Their responses are recorded on the Pupil Passport to enable them to have a voice.
- Also, children's views are placed at the heart of annual reviews for Education Health and Care Plans, involving them in the process at an age appropriate level that takes account of any vulnerabilities.

PROVISIONS, RESOURCES & SERVICES

How is learning and development provision matched to individual pupils' needs?

What are the school's approaches to adaptive learning?

- At Lisle Marsden Primary Academy, learning and development provision is carefully matched to the individual needs of all our children, and is managed at 3 levels, or waves. The 3 waves overlap and work together, so that there is consistency in pupils' learning experiences.

How are the school's resources allocated and matched to pupils' SEN?

How is the school's SEN budget allocated? The Academy allocates resources to SEN pupils by determining their on-going educational needs. Financial resources are used to employ a number of staff whose roles are to provide additional support for SEND pupils. Funds are also used to pay for resources and some types of outside agency support and staff training. The level of support and allocation of time and resources are directly related to the personal needs of individuals and so will vary from case to case. The local authority provides additional funding to support each child with an EHCP, but this is always supplemented by the Academy from its own budget, to ensure that staff support for these children is adequate for their identified needs.

Who is responsible for the SEN budget?

- The Head Teacher, in consultation with the SENCO, determines the overall budget available for both staffing and resources.
- The SENCO is responsible for managing the on-going SEN resources budget.

What specialist services and expertise are available at the school or accessed by the school?

Are there specialist staff working at the school and what are their qualifications?

- **SENCO** - BA Hons degree with QTS, NASENCO award.
- **Assistant SENCO** - NASENCO award

- **Three Specialist SEND and wellbeing**
- **Educational Psychologist** (HCPC Registered, BA Hons, MSc, DECPsych). Dr Emma Graham
- Independent **Speech and Language Therapist** - Mrs Day - MSc in Advanced Speech and Language Therapy Practice and is a member of several professional bodies including the Royal College of Speech and Language Therapists.
- Where appropriate, the Academy works with other specialist services including health (School Nurses, paediatricians, speech therapists, physiotherapists and occupational therapists) and also Compass Go, Cudox, Fortis, Early Help, SENDIASS, NELPCF and Navigo (Child and Adolescent Mental Health Services, or CAMHS) and social care.

How accessible is the school / academy environment?

- The Academy building is wheelchair accessible.
- Support from physiotherapists and Occupational Therapists for physical needs.
- Where appropriate, the Academy is supported by the Education Team for Hearing and Vision, to ensure that the auditory/visual environment is accessible to all learners.
- The Academy has disabled changing and toilet facilities.
- The Academy will always consider improvements and further action, seeking professional advice as appropriate when reasonable adjustments are agreed to be necessary to meet the needs of individual pupils.

How does the school communicate with parents whose first language is not English?

- The Academy ensures that all children have full access to the curriculum and wider life of the school. Home-school communications are clearly explained verbally and through other means as necessary such as Google translate or by translating DOJO posts.
- Available relevant local authority services will be sought when needed.
- The Academy monitors the range of languages spoken by our families and we endeavour to meet the communication needs of all parents in order to help them support their child(ren)'s education.
- Translators and technology can be used where needed.

How are pupils included in activities outside the classroom including trips?

- All pupils with SEND are able to access all of the school's activities because staff anticipate and address barriers before making any necessary adjustments.
- Staff also seek the views of pupils, parents and specialist professionals when considering the most appropriate amendments to make, in order to ensure appropriate access to all aspects of school life, including planned activities, trips and residential visits.

STAFF TRAINING

What training have the staff supporting pupils with SEN had, or what are they expected to have?

- *There is a very high degree of disability awareness amongst staff at Lisle Marsden Primary Academy and this is reflected in our inclusive approaches.*
- *We aim to equip staff with the skills needed to fully meet the needs of all of our pupils and our approach to training reflects this. Training this year will include: Communication and Visual cues, NAVIGO neurodiversity, SEND mental health, Working with Children with Down's Syndrome in Mainstream Schools, ASD Awareness training, understanding Autism and ADHD, Sensory Processing, Emotional Literacy Support Assistant (ELSA) ongoing training, diabetes management, Makaton as well as others.*
- *The aim is for the Educational Psychologist to continue to regularly assist staff by providing and modelling specific strategies.*
- *Staff also routinely follow advice and deliver programmes recommended by the SAS or modelled by health care professionals such as Speech and Language and Occupational Therapists.*
- *We are part of the PINS PROJECT – ADD LOGOS, TRAINING THAT WE HAVE DONE TOGETHER WITH PARENTS AND CARERS*

TRANSITIONS

How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?

- *New starters to Reception Year experience an extensive transition programme the term before they begin. There are several opportunities to spend time with the new teacher in class, and parents also have opportunities to meet the new staff.*
- *Teachers also visit children in Lisle Marsden pre-school. Parents and children of those not attending a setting or attending a different setting are invited into school. Older children transferring from other schools are always invited for a pre-visit and the Academy will liaise with the previous school to ensure that the transition is as smooth as possible.*
- *Existing class teachers prepare children carefully for transition to the next school year or Key Stage. There are opportunities for pupils and parents/carers to meet the new teacher and for children to visit them in the part of school where they will be based.*
- *Some children with SEND will require additional transition opportunities and staff will judge this on individual need.*
- *Teachers also pass on relevant information relating to progress, SEND provision and any medical issues.*
- *When a child transfers to another school, records are automatically passed on to the new school. Staff are also happy to speak to teachers at the other school should they wish to discuss anything further to help the child settle in.*
- *Lisle Marsden Primary Academy has good relationships with local secondary schools and there are transition visit days towards the end of Year 6. Prior to this, each secondary school SENCO will normally contact us to ensure that they have all relevant SEND information. Class teachers from the Academy also normally meet staff from the receiving school to exchange information and to provide an opportunity for the new staff to meet the children.*

FURTHER INFORMATION

Who can parents contact for further information?

- **Class teacher** – first point of contact. Please contact the school office to arrange a mutually convenient appointment, to take place at the earliest opportunity.
- In the vast majority of cases, the class teacher will be in a position to fully address any concerns. If this is not the case, parents/carers can contact the **SENCO** or a member of the **Heads' Team**.

Who should parents/carers contact if considering whether their child should join the school?

Steps:

- Parents/carers should view the Academy website to find out what the school offers.
- Contact the Academy Admissions Officer (Laura Fenner – office@lma.nelcmail.co.uk) to find out if there are places in the relevant year group(s).
- Share particular needs/special requirements
- Arrange to speak to the SENCO if appropriate.
- Make an appointment to view the Academy.
- Apply for a place. Details on Lisle Marsden website by clicking 'Academy Information' and then 'Pupil Admissions'.

Describe the complaints procedure for parents who are dissatisfied.

- Lisle Marsden Primary Academy has a complaints policy and procedure that has been agreed by the governing body and which meets Education Funding Agency (EFA) regulations. Details can be found on the Academy website by clicking 'Statements and Policies' and then 'Complaints Policy'. Alternatively, a paper copy can be requested by contacting the school.
- If any parent, having thoroughly followed the Academy complaints procedure, felt dissatisfied with the outcome, they would then have the right to appeal to the governing body and, ultimately, the EFA.
- North East Lincolnshire Parent Carer Forum are independent of the Local Authority. They are a passionate group of parent carers of children with a range of different needs and disabilities. They champion support and strive for positive change for SEND. They can signpost you to relevant services.

Website: <https://nelpcf.org.uk/>

Email: nelpcf@gmail.com

Facebook: [North East Lincolnshire Parent Carer Forum](#)

- North East Lincolnshire SEND Information Advice and Support Service (SENDIASS), formerly known as Parent Partnership, is a further source of support for parents/carers. SENDIASS offer advice on SEND issues that is confidential, impartial and independent of the local authority and Lisle Marsden Primary Academy. Their contact details are:

Call: 01472 326363

Website: [www.nelsendiass.org.uk- external site](http://www.nelsendiass.org.uk-external-site)

Email: ask@nelsendiass.org.uk

