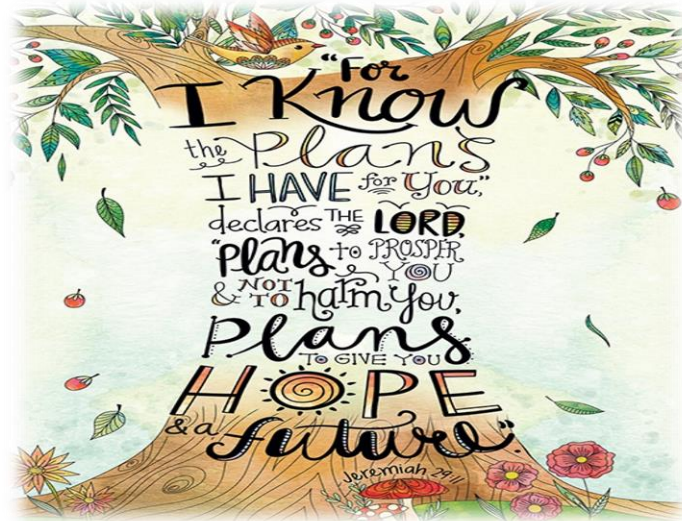
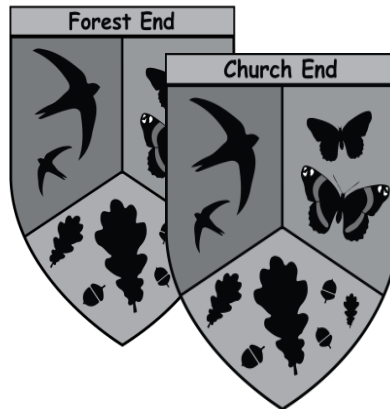


# MARSTON MORETEYNE VC SCHOOL



1847

**SEND Information Report**

**October 2025**

## Special Educational Needs and Disabilities Information Report

### Introduction

Marston Moreteyne VC School is supported by Central Bedfordshire & the Diocese of St. Albans to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We aim to be as inclusive as possible, with the needs of pupils, with Special Educational Needs and Disabilities (SEND) being met in our mainstream setting wherever possible.

The four broad 'areas of need' are; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

**This information report should be read in conjunction with the:**

- **School Accessibility Plan**
- **SEND Policy**
- **Inclusion Policy**
- **Safeguarding Policy**
- **Behaviour Policy**

### The School SEND Information Report

This utilises the Local Authority Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. A link to Central Bedfordshire Council's Local Offer is available on the school website.

At Marston Moreteyne VC School we provide education for all pupils through a variety of ordinarily available provisions; including adaptive teaching, resources, and facilities. All pupils' individual needs are considered and the full range of flexible responses is available to accommodate and value their diversity. The school is committed to treating all pupils, including those with an identified disability equally to ensure:

- access to the facilities the school has to offer
- access to after school and extra-curricular activities
- formal monitoring of pupil performance
- support for emotional and social development
- access arrangements for statutory tests etc.

Marston Moreteyne VC School is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the school celebrates diversity and promotes self-belief. The school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate inclusion.

### **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)**

The class teacher is responsible for:

- Checking the progress of your child and identifying, planning and delivering and additional help your child may require (this could be targeted work or additional support). Informing the Special Educational Needs and Disabilities Co-ordinator (SENDCo) with the progress of individual children as necessary.
- Writing Pupil Progress targets/SEND Support Plans and sharing and reviewing these with parents each term/ half term as required. Following this meeting, teachers plan next steps for the following cycle (as part of the Assess, Plan, Do, Review cycle).
- Personalised teaching and learning for your child as identified on the school's SEND Support Plans.
- Ensuring that the school's SEND Policy is followed.

The SENDCo, Miss E. Iacofano and Assistant SENDCos, Miss R. Collins & Mrs T. Parsons (Chimneytots and Acorns) and are responsible for:

- Adopting a parent partnership via close liaison with parents/carers
- Meeting with parents who are concerned about their children's SEND issues as well as their emotional wellbeing
- Liaising with other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy or Educational Psychology
- Provision mapping of intervention for SEND pupils and pupils at risk of under-achievement
- Applying a graduated response to the assessment of pupils with SEND
- Advising colleagues of strategies/materials/resources to facilitate learning for pupils needing learning support
- Purchase and organisation of appropriate resource materials
- Co-ordinating the identification of pupils with SEND and establishment of suitable provision
- Liaison at the point of transfer between schools
- Supervision of Teaching Assistant support

- Maintaining the SEND list (a system for ensuring that all the SEND needs of pupils in this school are known) with termly updates
- Reporting to governors
- Preparing and leading Education, Health and Care Plan annual reviews
- Developing and reviewing the school's SEND policy
- Ensuring that the school's SEND Policy is followed

The Headteachers, Mrs N Straccia (based at Church End) and Mrs A Watts (based at Forest End) are responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND
- The Headteachers will give responsibility to the SENDCo and class teachers, but is still their responsible for ensuring that your child's needs are met
- The Headteachers must make sure that the Governing Body is kept up-to-date about issues relating to SEND

The SEND Governor, Mrs C. Sweetnam is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

The school contact number: **01234 768271**

The school e-mail: [office@marstonmoreteyneschool.org](mailto:office@marstonmoreteyneschool.org)

### **1) What are the different types of support available for children with SEND in our school?**

- a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:
- High expectations of all children
  - Analysing ongoing assessment so that teaching is built on what your child can already do
  - Varied teaching styles and resources are used to engage and fully involve your child
  - Ordinarily available provision strategies (which may be suggested by the SENDCo) are in place to support your child to learn
  - Intervention which may be in the classroom or in the learning street or additional classroom and run by a teacher or a teaching assistant (TA)
  - Child's views on their difficulties and aspirations

b) Specialist groups run by outside agencies, e.g. Speech and Language Therapy.

This means a pupil has been identified by the SENDCo or class teacher as needing some specialist support in school from an external professional. This may be from Local Authority Services, such as the Early Years Support Team (EYST), Visual Impairment Team or agencies such as the Education Psychology Service (EP Service). If such support is required, you will be asked to give permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will support both the school and you to understand your child's particular needs in more depth, and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations on particular strategies that will enhance their learning in school and at home.

c) Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means that your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority & Health Services such as Speech and Language Therapy (SALT) or Sensory Service (for students with a hearing or visual need). For further information on services available, visit Central Bedfordshire Council Website via our school web link.

- The school (or you) can request that the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the request has been made to the Panel of Professionals' (with in depth and relevant information about your child, including from your perspective as a parent) they will decide whether your child's needs (as described in the paperwork provided) are complex enough to require a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your

child's needs along with advice on how these can be met. If they do not think your child requires this level of support at this particular time, they will ask the school to continue with the current support being provided.

After the reports have all been sent in, the panel of professionals will make a final decision on whether your child's needs are severe, complex and lifelong. If this is the case, they will write an Education, Health and Care Plan (EHCP). If they do not think your child needs this, they will ask the school to continue with the current support.

The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used. It will outline short and long-term goals. It will outline the child's own aspirations for the future and steps to help them achieve this long-term goal.

## **2) How are parents consulted in this process?**

Rigorous assessment is an integral part of our teaching and learning, and this is used to inform the progress made by your child and the success of the strategies used.

In the first instance, if despite an adapted curriculum, your child continues to make less than expected progress, the class teacher will arrange a meeting with you to discuss concerns. A SEND Support Plan (SSP) will be written for your child, which identifies small achievable targets, resources and strategies necessary for these to be met.

Parents are fully involved and their input is a vital part of this process. The SSP is monitored closely to ensure that the strategies outlined are making an impact and adjustments are made as necessary. These are reviewed at regular intervals (half termly/termly as required) with the parent and the child (if appropriate).

Parents are encouraged to use our open-door policy to raise any concerns that they may have in relation to their child's progress or possible special educational need that has not been identified by the school setting.

## **3) How do you involve the child in this process?**

The Code of Practice 2014 states that children's views, aspirations and hopes for the future are a vital aspect of the SEN and Disabilities provision. Therefore, we consult with children who have SEN or Disabilities regularly to gain their views on how well they believe they are achieving, what they believe their barriers to learning are and what they would like added

to their provision to help them succeed. Wherever possible, these amendments will be incorporated into the strategies or provision outlined on the SSP.

If a child's SEN escalated to requiring an EHCP, the child's viewpoint and aspirations are central to the process and continues to be so throughout the lifetime of the EHCP (please refer to the SEND Code of Practice (2014) for further information.

**4) How can I let the school know that I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may wish to speak to the Assistant SENDCo, SENDCo or the Headteacher where your child is based. The SEND Governor can also be contacted for support. Further information is outlined in our SEND Policy and can be accessed through a link on our school website.

**5) How will the school let me know if they have concerns about my child's learning at school?**

The school will arrange a meeting with you to discuss any concerns that has been identified in school and to:

- listen to any concerns you may have
- ensure you know how to support your child at school
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child.

**6) How is extra support allocated to children and how do they progress in their learning?**

The school budget received from the local authority includes money for supporting children with SEND. The Headteachers decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Headteachers and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected

From this information, they decide which resources / training and support is required. The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes are made as necessary, so that the needs of children are met, and resources are deployed as effectively as possible.

## **7) Who are the other people providing services to children with SEND in this school?**

### **School Provision**

Class Teachers are responsible for planning for and teaching children with SEND

Intervention staff and teaching assistants provide support through :-

- working with either individual children or small groups
- delivering support in the form of reading, writing, maths, phonics and spelling programmes, either in small group or individual sessions, according to need
- offering support for children with social and emotional difficulties through nurture groups

### **Local Authority provision delivered in school includes:**

- Special School Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Jigsaw Service (advisory service for social, emotional and mental health difficulties)
- Early Years Support Team (for children in Pre-School and Reception year)
- Medical Needs Team

### **Health Provision delivered in school includes:**

- Additional Speech and Language
- School Nurse
- Occupational Therapy
- Physiotherapy

**8) How are teachers in school helped to work with children with SEND and what training do teachers have?**

The SENDCo's role is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism or speech and language difficulties.

**9) How will teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met as far as it is possible to do so.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs. Children will be encouraged to reflect on their own progress. As far as possible, your child's own interests will be incorporated into their adapted learning to make the work that they complete more meaningful and engaging.

**10) How will we measure the progress of your child in school?**

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Headteachers and SENDCo every half term in reading, writing, and mathematics.

For children in Key Stage 1 (KS1) and above who are not yet working within National Curriculum Expectations, we use Pre-Key Stage 1 Standards which breaks down learning into smaller steps. At the end of KS1 (end of Year 2) children are assessed using Standard Assessment Tests (SATs). These are now non-statutory but they are still used to inform teacher judgment. For some children with significant learning needs SATs are not appropriate and alternative forms of assessments will be used.

We also evaluate how children are developing socially and emotionally and celebrate achievement in those skills. This is achieved through knowing the child and may include:

- increased involvement by the child in lessons etc.
- developing and securing friendship groups
- decrease in unwanted behaviour
- increase in self-esteem and resilience towards their own learning

Where necessary, children will have targets set by outside agencies specific to their needs and these will be shown on their SSP. Targets will be designed to accelerate learning and close the gap. Children and parents are at the heart of this process and children's views are sought and incorporated where possible. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan (next steps) made.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book scrutiny and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **11) What support do we have for you as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The Assistant SENDCo, or SENDCo are available by appointment, to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from external professionals will be discussed with you and with the member of staff involved directly with your child, or where this is not possible, information will be shared in a report.

SSP's will be reviewed, with your involvement, every term.

### **How is Marston Moreteyne VC School accessible to children with SEND?**

We have modern purpose built school premises which fully adhere to current regulations for children with disabilities. There are changing facilities for children with SEND across both sites.

If required a translator will be sought so that parents whose first language is not English

can fully engage in dialogue or in writing with matters concerning their child's special educational needs.

Specialist equipment and facilities will be sourced when necessary and financed through the SEND budget.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs. School run ('Tuesday Clubs') extra-curricular activities that are accessible for children with SEND and a full risk assessment of any activity away from school grounds is undertaken to ensure children are safe. This might include the need for an increased adult to child ratio e.g. 2:1 adult support.

Children are supported when taking tests by allocating extra time, allowing regular breaks and resources (e.g. enlarged copies for sight-impaired children, or a scribe etc.).

**12) How will we support your child when they are joining school, leaving our school or moving to another class?**

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

**If your child is joining us from another school:**

- Class teachers/Assistant SENDCo/SENDCo or Early Years Leader may visit pre-schools
- Your child will be invited into school for pre-visits
- Dialogue between the previous setting and the SENDCo takes place so that all relevant information is shared
- Early Years staff offer home visits to all families of children starting in EYFS in the autumn term when children are not joining us from our on-site pre-school

**If your child is moving to another school:**

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school

### **When moving classes in school:**

- Information will be passed on to the new teacher in advance and in most cases a planning meeting will take place with the new teacher. SEND Support Plans will be shared with the new teacher
- Children with SEND will get a chance to visit their new class prior to the rest of their peers so that they can adjust to the new environment at their own pace. The number of pre-visits is determined by need

### **13) How will we support your child's emotional and social development?**

We recognise that some children have additional emotional and social difficulties that need to be developed and nurtured. These can manifest themselves in a number of ways, including behavioural difficulties, anxieties and being uncommunicative.

All classes follow a structured PSHE (Personal Social, Health and Economic Education) curriculum to support this development. A SMSC (Spiritual, Moral, Social and Cultural) curriculum is at the heart of our planning and teaching practice.

However, for those children who continue to find aspects of this difficult we offer,

- Support from our SENDCo/Assistant SENDCo
- Additional support through small nurture groups run by Teaching Assistants
- Lunchtime and playtime support through planned activities and groups
- Support from our Motional practitioners (<https://motional.io/>)

If your child still needs extra support, with your permission, the SENDCo/Assistant SENDCo will access further support through the [Early Help Assessment \(EHA\) process](#).

### **14) Arrangements for Considering Complaints**

If a parent is concerned about the school's approach to Special Educational Needs or Disability they should:

- 1) Arrange a meeting with the child's teacher.
- 2) If they are still concerned, then they should talk with the SENDCo, Miss Iaciofano or one of the Assistant SENDCOs (unless the complaint refers to the SENDCo in which case parents should follow procedure 3).
- 3) If the parents are still not satisfied, then a meeting with the Headteacher and all the staff who work with their child will be called.

- 4) The parents can, if they wish, take their case to the Governing Body if they think that the school has not acted in accordance with the Code of Practice.
- 5) The Governor who has responsibility for SEND is Mrs C. Sweetnam, letters should be addressed to her and left in or posted to the school office.

Further information can be sought through the Code of Practice (2014) and the SENDIASS link on school website.

**Approved by Governing Body:**

Date to be reviewed: September 2025