



Marsden Infant and Nursery School SEND Information Report

Marsden Infant and Nursery School is located in the village of Marsden, 7 miles West of Huddersfield in Kirklees. The village of Marsden is in the South Pennines and is close to the Peak District. We are a mainstream school who caters for learners between the age of 3 and 7 years old. At Marsden Infant and Nursery School we are committed to providing the best possible environment for learning for each and every pupil. We value the abilities and achievements of all pupils and attach importance to inclusion of pupils with Special Educational Needs and Disabilities, not only for the benefit of those learners but also for the benefit of all pupils, the school as a whole and the community.

What is the provision for pupils with SEND and how is it evaluated?

We use a graduated approach to support pupils with Special Education Needs and Disabilities. The school ensures that we have an engaging curriculum which begins with high quality inclusive teaching and uses a range of interventions to further support pupils as necessary. We recognise that there is a continuum of SEND and that where necessary, increasing specialist expertise should be brought in to develop a program of support for the pupils in curricular and non-curricular areas. Careful planning and assessment ensure that all pupils are able to make the best possible progress and the cycle of Assess, Plan, Do, Review makes sure that pupils with SEND are able to progress according to their potential.

How are pupils with SEND identified?

Children may be identified through teacher assessment, observation, parental concerns, progress reviews, Early Years assessments, external agency advice and discussions with the SENDCo. The school follows the graduated approach of Assess, Plan, Do, Review.

What arrangements are there for consulting parents of pupils with SEND and involving them in their children's education?

Parents and carers are fully involved in the education of their children. We encourage regular, open communication between home and school including at the beginning and end of the school day, via our class Dojo communication tool as well as through termly parents' evenings. The Senior Leadership Team are also accessible on a regular basis. As a school we use a variety of communication methods to keep parents informed, such as emails home and weekly newsletters. Communication is also maintained for pupils who have an Individual Support Plan or Education Health and Care Plan through termly review meetings. As part of the EHCP annual review process, parents and carers have the opportunity to discuss their child's learning and progress with a team of professionals. Parents and Carers are invited to attend school workshops and celebration assemblies in order to be further involved in their child's learning. Home school learning which support parents/carers and children working together is also encouraged.

"Parents and carers are supportive of the school. They appreciate the level of care and support pupils receive in this inclusive school, especially those pupils with special educational needs and/or disabilities (SEND). One parent said, 'All staff show genuine concern for all children. My child literally skips into school.'" Ofsted June 24.

What are the arrangements for consulting pupils and involving them in their education?



We strive to provide a child centred curriculum which considers the needs and views of our learners. Our staff have positive relationships with our pupils and the pupils' views are listened to and considered in all aspects of school life. Our school council provides the pupils with an active voice within the decision-making processes at Marsden Infant and Nursery School. Our pupils are involved in the school vision, our values; Nurture, Inspire, Succeed and Belong and our Marsden Ways which are promoted throughout the school. The pupils all write a class code at the beginning of each school year which they refer to in class throughout the year.

What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

The effectiveness of SEND provision is evaluated through pupil progress data, Assess-Plan-Do-Review cycles, provision mapping, SEND reviews, EHCP reviews, pupil voice, parent feedback and governor monitoring. Daily Assessment for Learning provides support for individuals as required and focussed forward marking and verbal feedback supports the pupils to know what they have done well and what they need to do next to improve. We review progress of all our pupils on a half termly basis. This information feeds into our pupil progress interviews where staff meet together with the Head Teacher to look at progress and identify any areas where pupils are needing further support. This helps inform any interventions necessary for the next half term and is recorded on our provision map. In addition to our ongoing classroom assessment systems in place for all pupils, our pupils with a Special Educational Need and/ or Disability also have personal individual targets which are reviewed regularly as part of their SEND support. These are frequently reviewed on either their Individual Support plans – Individual Education Plans (IEPs), Individual Behavioural Plans (IBPs), Individual Assess Plan Do Review Plans (IAPDR's) or Education Health and Care Plans (EHCPs) according to their level of need. Assessment becomes increasingly personal to the individual, depending on their level of need in order to provide a holistic view of each child and their individual progress. Sometimes this takes the form of observations and photographic evidence.

What is the approach to teaching pupils with SEND and how is the curriculum adapted?

At Marsden Infant and Nursery School we use a cross curricular approach to our curriculum where possible and ensure a personalised approach to learning in order to support pupils with SEND.

Our classes throughout school are mixed ability, whilst focussing on an adaptive teaching style to ensure learning needs are met. Group sizes for learning are flexible and vary in order to meet the learning needs of the pupils. This sometimes requires the flexible deployment of our Educational Support Assistants in order to provide additional support for individuals or groups according to need. This may be to address a wide range of needs for example:

- Emotional and behavioural needs: such as difficulties making friends or difficulties relating to adults or behaving appropriately in school.
- Sensory or physical needs: such as visual or hearing impairment or difficulty with motor development.
- Learning needs: such as difficulty in acquiring basic skills in school.
- Specific learning difficulty: with writing, reading, number work or understanding information.
- Communication needs: such as difficulty expressing themselves or understanding what others are saying.
- Medical or health conditions: which may involve treatment that affects their education or which may slow down their progress.



All our pupils have personal targets and those who have a Special Educational Need and Disability work with an adult on a regular basis to meet their personal targets. Our classrooms are dyslexia friendly which includes using a variety of teaching and learning strategies to enable every pupil to have access to the curriculum. This encourages confidence and success as well as helping develop their self esteem. We use specific technological resources to help pupils with SEND with their learning. This may be additional IT equipment such as iPads, Netbooks or sometimes using different apps in order to support pupils with specific needs. We welcome volunteers to provide additional opportunities such as Reading Friends for our pupils to have regular supplementary chances to share a book, supporting them to develop their reading skills and further develop their love of reading.

Individual protocols are put in place for pupils with significant medical needs and allergies. This may include the implementation of care plans when required. Flexibility and resourcefulness are obviously required when dealing with rapidly changing needs.

Facilities available include accessible toilet facilities, changing facilities, portable ramp access, adapted learning resources and reasonable adjustments to support participation in all aspects of school life.

We are mindful of the challenges our building poses to those with a physical disability and work closely with other professionals to ensure inclusion remains a priority. School is continually working towards meeting the Equality Act 2010, particularly when new building projects are undertaken (e.g. Portable ramp in Foundation Stage, disabled toilet, hydraulic changing bed).

Our Accessibility Plan is available on the school website and outlines how we will continue to improve access to the curriculum, physical environment and information for disabled pupils.

"Inclusion lies at the heart of this school. Leaders are ambitious for pupils with SEND. The learning needs of pupils with SEND are thoroughly assessed. Their targets are meaningful and relevant. Staff have the information they need to support pupils in lessons. Pupils with SEND learn well and play an active part in school life. They are confident when in school and clearly enjoy the opportunities that they are given." Ofsted June 24

What arrangements does the school make to ensure staff have the training and expertise to support pupils with SEND?

All staff are trained in implementing de-escalation strategies and we have staff who are trained in positive handling when necessary. In addition to any external training which we access as appropriate, we also have strong liaison with a range of outside professionals in order to meet the needs of the pupils. By working in partnership with various outside agencies, we are able to utilise their expertise which is cascaded by professionals in order to help support individual pupils with SEND. We value these partnerships greatly and work in collaboration with a range of professionals, working as a team around each child. Our staff address the recommendations from outside agencies within the classroom.

We work with many other agencies and professionals to provide the best support possible for each pupil. This can include: Speech and Language Therapists, Physiotherapists, Occupational Therapists, Hearing Impairment Services, Outreach Provision, Educational Psychologists, School Nurses, Health Visitors, Sensory Impairment Team, Social Workers, Diabetes Liaison Nurses, Epilepsy Liaison Nurses, Family Support Workers, Child and Adolescent Mental Health Services (CAMHS). Our staff address the recommendations from outside agencies within the classroom. We support early intervention through engaging with other agencies as required through the Early Help Process.



What arrangements are made for pupils to participate in extra-curricular activities?

All our pupils are able to take part in our lunch time and after school clubs and activities and Special Educational Needs and Disabilities is not a barrier to participation. Pupils with SEND are included in all our educational visits and experiences where appropriate support will be provided.

What arrangements are made for pupils with SEND joining, transferring or leaving the school?

Personalised transition arrangements are put in place for pupils with SEND according to their needs. The staff team work collaboratively with parents, carers and other professionals to create and deliver transition arrangements which support wellbeing, progress and independence. This is in addition to Transition day programmes which take place from Playgroup to school, from school to Junior School and also for classes within school. We arrange additional transition support visits which address particular needs. Social stories or photo books are often used to support these transitions. Sometimes we use a buddying system to support with transition. Our Welcome meetings are also a source of information for helping parents to get to know us and build initial links with the school.

How does the governing body involve other bodies to meet the needs of pupils with SEND, including support to promote emotional, mental and social development for pupils with SEND?

The governing body reviews SEND provision regularly and receives updates from the SENDCo and SEND Governor.

The school governors regularly discuss pupil wellbeing and promote the social emotional, mental health development of all pupils. The SEND governor works with our wellbeing governor to ensure that we are providing support to promote emotional, mental and social development for our pupils with SEND.

As a school, teachers plan meaningful learning opportunities to promote emotional wellbeing. Our PSHE and our RSE curriculum covers all aspects of emotional and social development. Our staff are flexible in responding to any issues in school as and when they arise for example friendship issues, issues in the playground and self esteem issues. Anti-bullying strategies are well established with the pupils and restorative practises are implemented within our policies. Our school behaviour policy is reviewed annually and is available on the school website.

What are the arrangements regarding complaints from parents of pupils with SEND?

We are an inclusive school, which places great emphasis on relationships and wellbeing. We welcome feedback and feel that through a concern being raised and questions asked in an open, honest and friendly way, concerns can be addressed informally through conversation between school and home. It is our goal to resolve any concerns or complaints through dialogue with a clear outcome. Parents and carers are encouraged to contact their child's class teachers in the first instance. If it is not appropriate, then the Head Teacher should be contacted. The school's complaints procedure is outlined in the school prospectus and the complaints policy, which is available on the school



website. The SEND Code of Practice outlines additional measures the LA must set up or preventing and resolving disagreements. These will be explained to parents if required.

How does the school ensure that pupils with SEND are treated as favourably as other pupils?

The school is committed to equality of opportunity and inclusion. We monitor participation, attainment and attendance of pupils with SEND and disabilities and make reasonable adjustments where required. Staff receive training and support to ensure disabled pupils are not treated less favourably than other pupils.

What admission procedures are in place for pupils with Special Educational Needs and Disabilities?

Admissions for all pupils, including those with disabilities, are managed in accordance with Kirklees Local Authority admissions procedures. The school welcomes applications from pupils with SEND and disabilities and does not discriminate on the grounds of disability. Admissions for pupils with an Education, Health and Care Plan are coordinated through the Kirklees EHCP Team.

Kirklees EHCP Team Telephone: [01484 456888](tel:01484456888)

Email: EHCP.Team@kirklees.gov.uk

Where is the information on the Local Offer for children with SEND in Kirklees published?

The school's contribution to the Kirklees Local Offer can be found on our school website or by following the link at <https://www.kirkleeslocaloffer.org.uk/>

Useful Information:

Parents and carers of children with SEND may find the following support services helpful, in addition to the school's offer:

Kirklees Local Offer Information for Parents, Carers and Young People:

<https://www.kirkleeslocaloffer.org.uk/information-for-parents-carers-young-people/>

Kirklees Information Advice and Support Service (KIAS): <https://www.kias.org.uk/>

Carers UK <https://www.carersuk.org/>

National Autistic Society: <https://www.autism.org.uk/>

Autism Speaks: <https://www.autismspeaks.org/>

I Can Talking Point <https://ican.org.uk/i-cans-talking-point/>

Look UK <https://www.look-uk.org/>

RNIB: <https://www.rnib.org.uk/>

Epilepsy Society: <https://epilepsysociety.org.uk/>



Sensory Occupational Therapy Services for parents <https://www.locala.org.uk/services/sensory-occupational-therapy-service/information-for-parents>

ADHD and You: <https://www.adhdandyou.co.uk/>

Action on Hearing Loss: <https://rnid.org.uk/>

National Deaf Children's Society: <https://www.ndcs.org.uk/>

British Dyslexia Association: <https://www.bdadyslexia.org.uk/>

Dyslexia Action: <https://dyslexiaaction.org.uk/>

Mencap: <https://www.mencap.org.uk>

SENDCo: Mrs Sarah Whitehouse sarah.whitehouse@marsdeniandnschool.co.uk

Head Teacher: Mrs Nicola Jablonski

SEND Governor: Mrs Helen Allen

Updated: 1st September 2026

Next review date: 1st September 2027