MARSH GIBBON
CE SCHOOL

**Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.**

'I can do everything through Him who gives me strength.' Philippians 4:13

# SEN/D Information report 2025/26

SENDCo – Mrs Emma Osborne

&

SENDCo – Miss Amy Segui

SEN governor – Mrs Hannah Lyon

# SEN Information report 2025/26

## What does Marsh Gibbon CE Primary School offer children with Special Educational Needs and Disabilities (SEN/D) and their families?

Marsh Gibbon CE Primary School has a SEN/D policy, in which its definition of SEN/D is taken from the 2014 Code of Practice (Department for Education: 2014). This is available to view on the Policies and Documents page of this website.

At Marsh Gibbon, our Christian vision is **"Succeeding Together – fostering a love of learning within a nurturing Christian community to bring out the best in everyone."** Guided by our values of love, compassion, respect, and honesty, we believe that all children, regardless of background or ability, are capable of flourishing and reaching their full potential under our care.

We are an inclusive school committed to meeting the needs of every child. Working closely with parents, carers, pupils, and when appropriate, external agencies, we follow the SEND Code of Practice to ensure tailored support that helps each child thrive academically, socially, and emotionally.

**Windows, Mirrors, and Doors Analogy**

- **Windows:** We open windows to understanding, helping children and adults see the world from different perspectives. This fosters empathy, patience, and acceptance, ensuring that every child feels supported on their unique journey.
- **Mirrors:** Our school reflects the diverse experiences, strengths, and needs of every child. In doing so, we help children see themselves as valued, capable, and loved—mirroring God's love for each of us.·
- **Doors:** Pupil support and resources act as doors to new opportunities—removing barriers and unlocking potential so that all children can access a rich, caring, and faith-filled learning environment.

## What do we mean by "Special Educational Needs"?

• Under the 2014 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEN/D.

*'A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is **additional to or different** from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

## How does the school know if children need extra help and what should I do if I think that my child has Special Educational Needs and/or Disabilities?

At Marsh Gibbon children are identified as having SEN/D in a variety of ways including the following;

- Concerns raised by parents
- Concerns raised by teacher or teaching assistant
- Child performing below age related academic expectations or where progress is slowing as noted by class teachers' on-going assessments and by reviews of data by the Special Educational Needs Co-ordinator (SEN/DCO) and headteacher
- Liaison with outside agencies (eg. speech and language therapists)

## What special needs does the school cater for and how?

The types of difficulty identified in the Education Act/SEN Code of Practice are:

- **Communication and Interaction**: this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech or language difficulties.

- **Cognition and Learning**: this includes children who may learn at a slower pace to their peers even with appropriate adaptations and excellent classroom teaching.

- **Social, Emotional and Mental Health Difficulties**: these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour.

- **Sensory and/or Physical Difficulties**: this includes disabilities which prevent or hinder a child from making use of the educational facilities generally provided.

## How will Marsh Gibbon CE Primary School support my child to achieve their full potential?
## Who will oversee, plan and work with my child and how often will this happen?

- Parents are involved in informing the school about any concerns or identified needs of which school need to be aware
- Our SEN/DCo oversees all support and progress of any child needing additional support in school which is *'additional to'* or *'different from'* that available to their peers. A SEN/D support plan is put in place which shows the ASSESS-PLAN-DO-REVIEW cycle.
- As a whole school we aim that all children with SEN/D have their needs met to the best of our ability with the funds available.
- Your child's class teacher will oversee and plan work within their class setting to aim to ensure that progress is made in every area.
- A teaching assistant may work with your child, either individually, or as part of a group, if this is seen as necessary by the SENDCo and your child's class teacher. The regularity of these sessions will be explained to you when support starts.
- Sometimes, specialist support from outside agencies (eg. Speech and Language Therapists) will be sought for your child if, after discussion between yourselves and the SENDCo, this is thought to be appropriate. The regularity of these sessions will be explained to you when support starts.

## How is SEN/D recorded in school and my child's progress monitored?

Once it has been decided by the SENDCo/school staff that your child requires 'SEN support', parents/carers will be informed about what will be in place to support your child. The SENDCo keeps a list of children requiring SEN support or those with an EHCP and this is updated regularly.
All children's progress is monitored through pupil progress meetings, termly data and other assessment information. Teachers will inform parents/carers of progress through formal consultations and SEN support meetings, which happen termly.

## What is a SEN/D Support Plan (SSP)?

A SEN/D Support Plan is a document outlining the ASSESS-PLAN-DO-REVIEW process. This contains targets and the strategies needed to support the child to make progress. The document is written by the class teacher and overseen by the SENDCo. Parents are invited to termly review meetings with the class teacher to review progress towards targets.
At Marsh Gibbon we have developed SEN support plans outlining children's needs and the Assess-Plan-Do-Review process. Pupil and parent voice are included as we feel these are a key part of the process.

## Who will have a SEN/D Support Plan?

SEN/D Support Plans are for children who are deemed to require 'SEN support'. They are person centred and outcome focused. This means they are designed to concentrate on individual needs and prioritise the things that important to, and important for, an individual.

## What should you do if you think your child needs 'SEN support'?

Talk to the class teacher or SEN/DCO in the first instance.

## What if my child's needs cannot be met through 'SEN Support'?

A SEN/D Support Plan is not a legally binding plan, so not all schools will complete one and some will have their own approach to this level of support.
If it is deemed by school or an external professional that your child's needs cannot be met at 'SEN support', it may be appropriate to apply for an Education, Health and Care Needs Assessment (EHCNA).
During an EHCNA, an Educational Psychologist will conduct an assessment, along with other professionals as appropriate. Buckinghamshire Council will then decided if the child's needs are such that an Education, Health and Care Plan is needed. This will include provision and support which must be put in place so that the school can meet the outcomes on their EHC plan. The school have to fund the first £6,000 and Buckinghamshire Local Authority should fund the rest, as outlined in the plan. These hours do not necessarily mean that the child will have a 1:1 with them at all times, the hours also cover small group work, additional resources, nurture group times and many other support procedures and systems.

### Who will explain this to me and help me to support my child's learning?

The school will keep you informed about your child's progress with parent/carer evenings and an annual written report. Your child's class teacher will explain their expectations for your child and how he or she will be supported to achieve them.

- If your child has an 'SEN/D Support Plan' to help accelerate support and progress then you will meet with the class teacher and/or the SENDCo to work together and agree next steps for your child.
- In addition to this we are always keen to hear of any questions you may have or share any special celebrations of your child's progress at any point throughout the year. You are always

welcome to request an appointment with either your child's class teacher or the SENDCO. Please do this by ringing or emailing the school office on 01869277268 or office@marshgibbon.bucks.sch.uk

**How will my child's voice be heard?**

As a Church school we celebrate diversity, respect children's rights and encourage children to honour their responsibilities. Regular class Personal, Social and Health Education activities, supported lunchtime groups and an organised school council all provide regular forums in which children can share their opinions in an open context. Classes all also have their own agreed arrangements for how to share thoughts, worries and ideas on a one to one basis.
Children working on intervention programmes will discuss their targets with the teacher or teaching assistant leading them. Pupil voice is gathered for every SEN support plan.
Children with a SEN Support Plan or Education Health Care Plan (EHCP) will, when appropriate, be invited to contribute to the review meetings. Where it isn't fitting for them to be present, their views will always be sought beforehand with the help of a supportive and trusted adult.

**Accessibility of the setting environment**

The site is accessible for wheelchairs although access is limited in some areas.
We have a disabled toilet which is large enough to enable changing.
All our classrooms are designed to be Autism friendly and Dyslexia Friendly with a variety of adaptations which include visual timetables, clear prompts on display and friendly background colours on our whiteboards as well vocabulary banks and use of Chrome books to word process when needed.

**Activities outside the classroom, including school trips**

At Marsh Gibbon CE Primary School, we are committed to ensuring that we are inclusive to the needs of all children. Trips are carefully planned and the needs of the group are assessed at the planning stage. Where possible, extra resources are put in place to allow every child to take part, e.g. ensuring there is an extra adult to supervise a child on a 1:1 basis if needed.

**Social/out of school opportunities**

The school PTA organises various events throughout the year, such as school discos and film nights. There are also a variety of activities on offer through our S4A wraparound provision.

**Supporting children's social development**

Each class teaches PSHE weekly to the whole class. Support is given to individuals and groups as issues arise. Where a need is identified that is additional to the support given in class, 'Social Skills' groups are set up for groups of individuals to take part in as well as 'Nurture Groups' and Lego Therapy groups as and when necessary.

***How will the curriculum be matched to my child/young person's needs?***

The needs of the majority of children will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEN/D. They ensure that the work is appropriately planned and adapted so that all children can access it. Teaching assistants (TAs) or the teacher may be allocated to work with the pupil in small focus groups or 1:1 to target more specific needs. Where appropriate, specialist equipment may be given to the pupil e.g. writing slope or pencil grips.

For some children it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their 'SEN/D Support

Plan' or EHCP. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENDCo will oversee this provision.

***Who can I talk to if I am not happy with what/how my child is learning?***

The class teacher will meet with parents/carers two times a year, as well as reporting comprehensively on your child's progress in their annual report. For children receiving SEN support, further review meetings will be held at the beginning of each term. Children with EHCPs will have an annual review each year where the Plan is updated; this is a legal requirement.

If you are unsure at any time, please talk to us. Your first port of call should always be your child's class teacher. Together, you can then decide whether it is a matter for the SEN/DCO or whether the issue can be dealt with by yourself and the class teacher. You are more than welcome to request an appointment with the class teacher or SEN/DCO through the usual channels.

***What Specialist Support and Expertise can Marsh Gibbon Offer?***
Please click on the link below which explains what Buckinghamshire Council can offer your child.

Buckinghamshire Local Offer: https://familyinfo.buckinghamshire.gov.uk/SEN/D/

Our SEN/DCO, **Mrs Emma Osborne**, is an experienced teacher who works closely with teachers and external agencies to find the best routes for each child's success—whether through additional learning support, extra resources, or simply providing a listening ear. She has built strong relationships with local support services, ensuring that every child receives the right help at the right time.

Our teachers are all trained in how to make their classrooms and lessons accessible to all and have a wide and varied SEN/D background.

Our teaching assistants (TAs) share an extensive experience of many different SEN/D needs and all teaching assistants have various training opportunities through the year to brush up their skills and expertise in a range of special educational needs,

A TA trained in Speech & Language Intervention through our Programme Speech Link.

A teacher trained in a special Early Language Intervention (NELI).

Regular and established links to specialist learning support provided by Buckinghamshire Council specialist teachers.

Regular and established links to behaviour support specialists provided by Buckinghamshire Council.

Regular and established links to Child and Adolescent Mental Health Services (CAMHS)

Regular and established links to an Educational Psychology team.

Regular and established links to a Family Support team.

A school nurse to advise and support with medical needs.

Trained first aiders in school.

***How are school staff trained to manage SEN/D?***

The SEN/DCo and Deputy Headteacher provide regular training to school staff at staff meetings, TA meetings and on training days.
The SEN/DCo attends regular training provided by specialists in SEN/D and also attends local SEN/DCo liaison groups.
If specific training is required to meet the needs of your child (i.e. specialist medical training) then the SEN/DCo will liaise with outside professionals and yourselves to ensure that this happens.
The SEN/DCo is responsible for ensuring that resources and provision is effective. This is monitored through on-going analysis of progress and reported in the SEN/D reports to governors.

***How are the governors involved and what are their responsibilities?***

The SEN/DCo reports to the governors at least twice a year to inform them of progress being made by children with SEN/D. This report does not refer to individual children and confidentiality is maintained at all times.
One of the governors is named as having responsibility for SEN/D and meets regularly with the SEN/DCo to ensure that they are informed of all progress and needs for the future. They also report back to the wider governing body.
The Governor with responsibility for SEN/D is **Mrs Hannah Lyon**.

**Transition**

Our school is aware that when it is time for a child to move schools or year groups these transitions are key times and need to be planned for to ensure it is as smooth as possible.

We like to have had records sent from the previous school or nursery and to have spoken to the parents and/or SEN/DCo to know about any special arrangements that need to be made for your child. We would like you to arrange for your child to visit our school before their first day. If your child is moving into Reception from nursery education your child will have planned induction visits.

**If your child is moving to another school:**
We will contact the SEN/DCo to pass on key information about your child and to inform them of any special arrangements for your child.
We will pass your child's records onto the new school as soon as possible.

**When your child moves year groups and/or classrooms:**
Information about your child will be passed onto their new teachers.
Our school has a 'Meet the teacher' session for the children to meet their new teachers as a whole class.
Parents have an opportunity to meet their child's teacher (Consultation evenings) within the first weeks of a new school year.
If your child needs more support with transitioning to their new class, we will support these special arrangements for your child.

**In Year 6:**
Our Year 6 class teacher and the SEN/DCo meet with the Year Group Leaders and/or SEN/DCos of the feeder Secondary Schools. At these meetings key information about your child is passed on and a discussion is held if your child needs extra support with their transition.
Your child will have an induction day at their new school with the rest of the of the Year 6's transitioning to the same school.
If you child would benefit from extra visits and contact with their new Secondary School please speak to your child's class teacher and this can be arranged.
If your child is moving to a Secondary School further afield then please let your child's class teacher know and they, along with the SEN/DCo, will pass key information over.

**Our children and young people**

The child is at the heart of everything we do and therefore their feelings and responses to the new way SEN/D is delivered must be taken into consideration.
The children will obviously have many questions that will need to be answered. Some of these might already be covered within our general information pages or welcome packs. However, as these issues specifically relate to anxieties and concerns felt by the young people with SEN/D, we will endeavour to answer those questions as and when they arise.

The point of contact for our school is the **Headteacher Mrs Beth Brown** and the **SEN/DCo Mrs Emma Osborne.**