

Marden Bridge Middle School



SEND information Report



Marden Bridge Middle School



SEND INFORMATION REPORT

January 2025

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website <https://mbms.org.uk/assets/docs/policies/current/Send%20Policy.pdf>

We consult with pupils and their families on our SEN information report by:

- Meeting with parents/carers when a child is first admitted to school regarding any existing needs or concerns.
- Regular meetings between teachers and families.
- Review meetings with families, school staff and other professionals involved in meeting the needs of the child.
- Our governing body SEND governor, Karen Donachie meets with the Special Educational Needs and Disabilities Coordinator (SENDCO) at designated points across the school academic year.

Marden Bridge Middle School caters for pupils aged 9-13 years old as part of the Whitley Bay three tier education system. As a fully inclusive school we strive to ensure that all pupils achieve their potential, personally, socially, emotionally, physically and educationally.

The SEN Department

Sarah Richardson is our qualified SENDCO (National Award for Special Education Coordinators, Northumbria University) at Marden Bridge Middle School and leader of the department. She is involved in daily decision making to support progress when barriers to learning occur. She is supported in her role by 11 SEND Support Assistants. Our SEND Support Assistants have a diversity of qualifications and extensive experience in supporting students both in lessons and in small groups or 1:1. Within our team a range of experience, training and qualifications are held, including ASD, ADHD, Visual Impairment, Young Carers, Dyslexia, Dyspraxia, Thrive, Social and Emotional Mental Health and for Language and Communication learning difficulties. The SEN Department is also supported by our Wellbeing Coordinator and two Learning Mentors. Sarah is part of the senior leadership team and is the Senior Mental Health Lead for the school and Designated Teacher for Children in our Care.

All staff continue to receive training in SEND, most recently in ASD, Trauma and Dyslexia.

Sarah Richardson can be contacted via email: sarah.richardson@mbms.org.uk or by contacting the school office on: (0191) 349 9538

The SEN Team



Miss Williams
THRIVE practitioner



Miss Douglass
HLTA/Intervention Lead



Miss Hutchinson
LSA



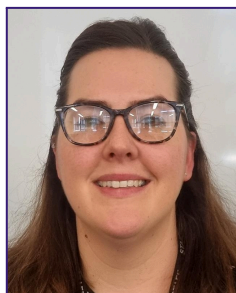
Mrs Carlson
HLTA for SEMH



Miss Fawcett
LSA



Miss Henderson
Learning Mentor/
LSA Coordinator



Mrs Elliott
LSA



Mrs Richardson
SENDCo



Miss Stones
HLTA/Intervention Lead



Mrs Elliot
HLTA/EHCP



Mrs Instone
HLTA/
Nurture Teacher



Mrs Clothier
LSA



Miss Walker
Learning Mentor/
Young Carers Advocate



Mr Young
Wellbeing Coordinator/
THRIVE Practitioner



Miss Jamison
LSA

The SEN Department - Room 23



Room 23 is the SEND teaching room. It is located on the first floor and can be accessed by the stairs or lift. The room is fully equipped with ICT and other differentiated resources for learning. It is used to deliver small group and personalised intervention programmes throughout the day as well as offer a safe low arousal space at breaks and lunchtimes. The room is also used to deliver exam access arrangements.

Parental quote;

“When our child transitioned to Marden Bridge we were really concerned about how they would adjust to a middle school environment. Marden worked closely with the first school and ourselves to ensure that our child's needs were clearly understood. The enhanced transition visits in the summer term helped our daughter to get to know key staff and her new environment. They even provide photographs and maps for her to refer back to over the summer holidays. Her key worker continues to check in with her throughout the week and her subject teachers use a range of strategies to ensure she can access the curriculum and thrive. We are really happy with how proactive the school has been in supporting our daughter from the start.”

What is the Local Offer?

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and /or Disabilities and are supported by the LA to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The LA Local Offer

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.



North Tyneside SEND Local Offer provides information for children and young people from birth to 25 years with Special Educational Needs and/or Disabilities (SEND) and their families.



North Tyneside SEND Local Offer brings together information in one place so young people, parents and carers can see the range of services and support available in their local area and understand how to access them.

Visit www.northtyneside.gov.uk and search 'North Tyneside Local Offer' or scan the QR code.

 North Tyneside SEND Local Offer  @NTC_SEND_LO



North Tyneside Council

Our Approach as a School

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

All teachers are responsible for every child in their care, including those with special educational needs.

Quality First Teaching (QFT) refers to high-quality, inclusive teaching practices designed to meet the needs of all students, including those with Special Educational Needs (SEN). It focuses on delivering lessons that are accessible and engaging for every pupil, with particular attention to the diverse needs of SEN students. Here's how our school supports SEN pupils through QFT:

1. **Adaptive teaching:** Teachers use a variety of strategies to adapt lessons so that they meet the individual learning needs of SEN pupils. This might include providing alternative tasks, modifying the content, adjusting the level of support, or using different methods to present information (e.g., visual aids, hands-on activities, or audio support).
2. **Personalised Learning:** Teachers recognize the strengths and weaknesses of each student, creating learning opportunities that target specific needs. For SEN pupils, this might involve tailored tasks that allow them to access the curriculum at their own pace or in ways that best suit their learning style.
3. **Clear, Structured Instructions:** Teachers provide clear and explicit instructions, breaking down tasks into manageable steps. This can be particularly important for pupils with learning difficulties such as dyslexia or autism, who may find complex or vague instructions overwhelming.
4. **Use of Assistive Technology:** Schools may provide tools like speech-to-text software, audio books, or other devices that help students with specific learning needs. For example, pupils with dyslexia might benefit from reading software or word-processing tools that allow for easier engagement with text.
5. **Scaffolded Support:** Teachers offer varying levels of support as needed. For instance, they might provide extra support in the form of prompts, reminders, or one-to-one assistance. This scaffolding helps SEN pupils gradually gain independence in their learning.
6. **Flexible Grouping:** Teachers may organize pupils in different groups based on their learning needs or strengths. This ensures that SEN students receive the right level of challenge and support from peers and the teacher.
7. **Assessment for Learning:** Teachers regularly assess students' progress and adjust their teaching methods based on the results. For SEN pupils, this can include more frequent formative assessments and feedback, allowing for adjustments to be made to the learning experience to better support them.
8. **Positive Classroom Environment:** A supportive and inclusive classroom environment is critical for SEN pupils. Teachers foster a climate of understanding, where all students are encouraged to participate, share ideas, and collaborate with others, regardless of their learning needs.
9. **Collaborative Approach:** Teachers work closely with SENCo (Special Educational Needs Coordinators) and other support staff to develop and implement strategies tailored to SEN pupils. This can also involve working with parents and external specialists to ensure the right support is in place.
10. **High Expectations and Encouragement:** Teachers maintain high expectations for all pupils, including those with SEN. They celebrate progress and provide encouragement to build self-esteem and motivation. This helps SEN students feel valued and capable of achieving success.

Identifying needs

Our aim is to identify any barriers to learning as soon as possible. This is to work out what action the school and families need to take in order to support the child and so that intervention can be given at the earliest opportunity. At Marden Bridge Middle School we consider the needs of the whole child, not just the area of SEND.

Children may be identified as having a special educational need through a variety of ways including:

- Response to day-to-day classroom work and routines
- Concerns raised by parents/carers and family
- Concerns raised by teacher and support staff
- Analysis of performance data
- Pupil Progress meetings between Teachers/Senior Leadership Team.
- Standardised screening and assessment tests.
- Liaison with external agencies e.g. Language and Communication, Speech and Language.
- Health diagnosis through a paediatrician/doctor.
- Observations of behavioural, emotional and social development.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These could include:

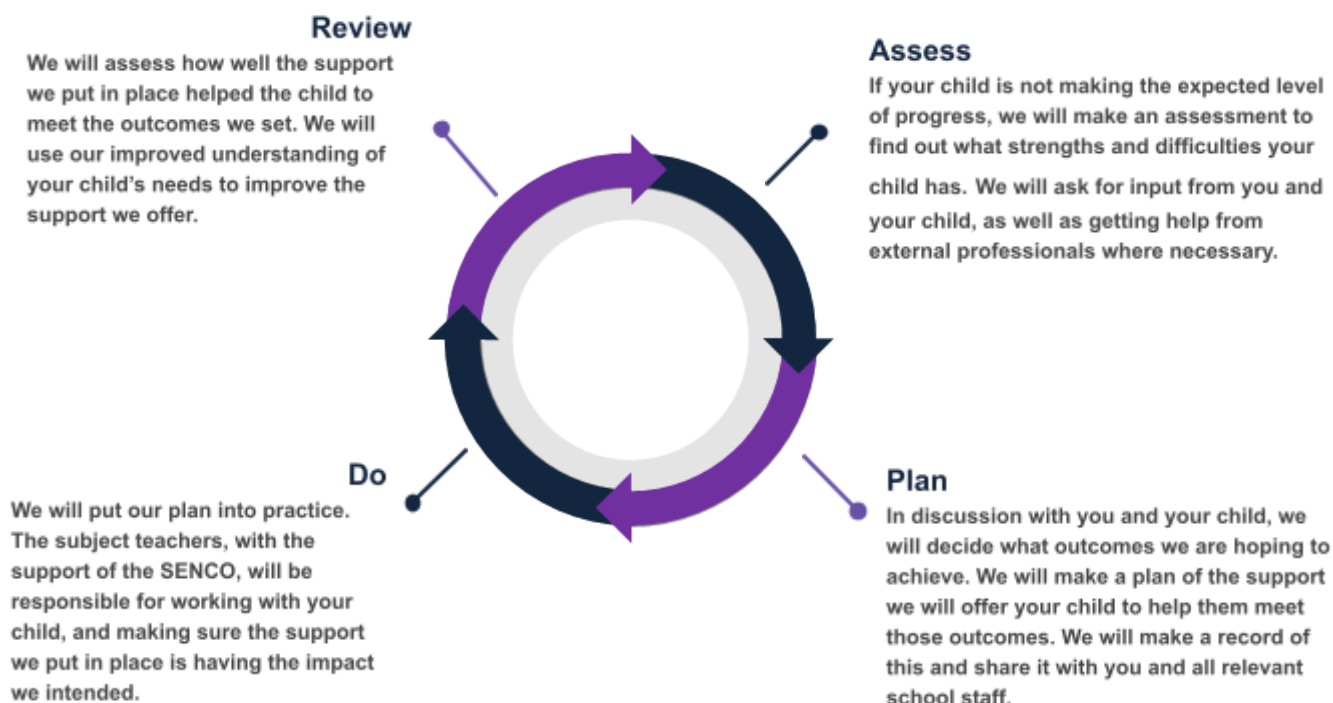
- SEND Support Service
- Speech and Language Therapy - SaLT
- North Tyneside Educational Psychology Service – EP
- Language and Communication Team - LCT
- Occupational Therapy
- GPs or paediatricians
- School nurses – My School Health
- Child and Adolescent Mental Health Service (CAMHS)
- Social services
- Connect Mental Health Support Team (MHST)
- HIVE
- Visual and Hearing Impairment Team
- North Tyneside Dyslexia Referral Team - DRT
- Young Carers Service
- Primary Outreach Service (formally Silverdale)
- ACORNS - Domestic Abuse Outreach Service

How will the school measure my child's progress?

The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited as a result of a growing understanding of the student's needs and of what supports the student in achieving good outcomes. This four part cycle enables us to assess the student, plan how we will support, put the support in place and then review what has been done.

We will follow North Tyneside's 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

We will let families know about any concerns about a student's learning by contacting the parent via the SENDCO (Mrs Richardson) or the Head of year. This will be in the form of a phone call, which would be to invite parents / carers in for a meeting to discuss the progress of the student and the measures that could be taken to support the child.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Assess

Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress, the next stage is to inform parents and it would be appropriate to make use of school interventions and/or outside agencies as necessary.

Plan

After gathering information, some pupils will be issued with a Pupil Support Plan which outlines clear strategies to support a child across various classroom settings. For other students, a Learner Profile will be put together to outline the methods that will be used to achieve specific outcomes where short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are included in any support plan. Any actions agreed take into account the pupil's strengths as well as their learning differences. In some cases, additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

Do

All Learner Profiles are working documents and if needed adjustments will be made to the plan to determine success. The SEN Support Team manages the plan and the suggested actions through close liaison with subject teachers.

Review

All Learner Profiles will be reviewed three times a year with the families of the young person involved. In these reviews, all targets will be evaluated and the views of the pupil and parent will be recorded. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress the support plan will cease and the child will be closely monitored. For children with EHCPs additional annual review meetings will be held with relevant staff, SENCO and any external agencies.

What kinds/types of SEND do we provide support for?

School entitlement offer to pupils with special educational needs or disabilities	
Communication and interaction Needs: e.g. Autism spectrum disorders (ASD) Speech, Language and communication needs Social communication difficulties	<ul style="list-style-type: none">• Visual timetables• Support / Supervision at unstructured times of the day.• Social skills programme / support including strategies to enhance self-esteem.• Communication screening and bespoke intervention.• ICT is used to support learning where appropriate.• Strategies / programmes to support speech and language development.• Strategies to reduce anxiety / promote emotional wellbeing.• Where appropriate we will use support and advice from other partners to meet the needs of pupils.

<p>Cognition and Learning Needs:</p> <p>e.g.</p> <p>Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia</p> <p>Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> ● Strategies to promote / develop literacy and numeracy. ● Provision to support access to the curriculum and to develop independent learning. ● Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills, spelling, curriculum skills. ● Specialist teaching and support for SpLD Dyslexia. ● ICT is used to reduce barriers to learning where possible. ● Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. ● Work with pupils, parents, carers and staff to develop and review Learner Profiles based on the need of the pupil.
<p>Social, Emotional and Mental Health Needs:</p> <p>e.g.</p> <p>ADHD, ADD</p> <p>Emotional Health and Wellbeing</p> <p>Adverse childhood experiences and/or mental health needs</p>	<ul style="list-style-type: none"> ● Robust pathway for identifying pupils with emotional health and wellbeing needs.(Carnegie Mental Health Award Silver status) ● Whole school referral system using a graduated approach ● Behaviour management systems encourage pupils to make positive decisions about behavioural choices. ● The school's behaviour policy identifies where reasonable changes can be made to minimise the needs for exclusions. ● Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. ● The school provides effective pastoral care for all pupils. ● Support and advice are sought from outside agencies to support pupils, where appropriate. ● Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. ● Connect Mental Health (MHST) partner school. ● All students on the SEND register have a keyworker. ● My School Health provides weekly drop ins and pupils can be referred to the school nurse for a range of wellbeing support ● Senior Mental health lead coordinates SEMH provision across school ● Wellbeing team meets weekly to triage pupils identified as needing ● The Learning Mentor's role includes acting as our Young Carers Advocate and Youth Mental Health First Aider. ● The Wellbeing Coordinator role includes working with pupils with anxiety, mental health support, and attendance (EBSNA) in the school's Invention Shed. ● Two fully trained THRIVE practitioners. A Childhood Practitioner in KS2 and an Adolescent Practitioner in KS3 ● FRIENDS Resilience programme delivered to all of Year 5 ● Young Carers weekly drop-ins ● Access to Room 23 (nurture base) at breaks and lunchtimes
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <p>Hearing / Visual Impairment</p> <p>Multi-sensory impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> ● Support and advice are sought from outside agencies to support pupils, where appropriate. ● Support to access the curriculum and to develop independent learning. ● Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. ● Access to programmes to support Occupational Therapy / Physiotherapy. ● Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. ● Staff understand and apply the medicine administration policy. ● The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. ● All ground floor entrances to the school have ramps fitted to allow wheelchair access. ● The school has disabled toilets facilities

What support is available for social and emotional development

Marden Bridge Middle School has been awarded the Carnegie Mental Health Award at Silver level for outstanding mental health and wellbeing provision in December 2024. The award acknowledges our whole school approach and dedicated pathway of support available to all pupils.



More information about this can be found in the wellbeing section of our school website.

<https://mbms.org.uk/information/wellbeing/>

<https://mbms.org.uk/assets/docs/2025/MBMS-SMHA-PR.pdf>

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip

All pupils are encouraged to take part in the wider life of the school community. Such as sports days, school performances and opportunities to support the wider community.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

Supporting Pupils with Special Educational Needs/Disabilities and Their Families

Parents are encouraged to let us know of any concerns they have about their child. The school will let families know about any concerns about a pupil in the first instance through contact by the SENCo or a member of the pastoral team. Parents would be invited for an initial meeting to discuss the situation further and develop an action plan.

When a pupil is identified as having special education needs and / or disability, we support their development and progress by:

- Promptly identifying and assessing students who may have special educational needs as soon as cause for concern has been raised;
- Working in partnership with students so that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress;
- Utilising up-to-date assistive technology to support students to achieve their potential across the curriculum;
- Regularly training (including training for all school staff), reflecting on school practice, and keeping up to date with SEND developments.
- Developing a rigorous transition process between Y4 and Y5 and between Y8 and Y9 in conjunction with feeder schools.
- Monitoring and reviewing student performance and progress, implementing agreed targets and evaluation these terms through the procedures outlined in the Code of Practice 2014;
- Ensuring SEN students play a full and active role in their education by contributing to their learner Profiles
- Providing the appropriate support to those with identified special educational needs that includes in-class support as well as interventions tailored to the needs of the student and access to room 23 during unstructured times for assessment and homework support;
- Working in partnership with family members or carers through liaison and support to develop strategies that will allow them to play an active and valued role in the education of their children;
- Developing a review process which fully take into account the individual personality and needs of the student and their parents;
- Using the key worker role to act as a point of contact and an advocate for vulnerable students on the SEND register;
- Developing strong links within the local authority, including particularly our feeder high school as well as the Secondary SENCo Network of North Tyneside;
- Working in partnership with appropriate outside agencies to develop a multi-disciplinary approach to planning and implementing appropriate and effective support for pupils;
- Provide opportunities for wider integration into whole school activities both within and outside the curriculum;
- Creating detailed pupil support plans (Learner profiles) in conjunction with students and their parents, that give advice and guidance to staff that work with the pupil;
- Assessing pupils for exam access arrangements in preparation for the KS2 SATS
- Making out 'best endeavours' to ensure that all students with SEND reach their potential.
- Ensuring we are fit for purpose as an Emotionally Healthy School in line with the Local Authority's Emotionally Healthy Schools checklist.

Admissions

Marden Bridge Middle School follows North Tyneside's school admission process. More information on the 2025 admission process can be found here:

<https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Essential%20Guide%20to%20School%20Admission%202025.pdf>

When considering an application for a place in Marden Bridge Middle School, you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any issues.

Transition

Transition is the term used to describe any changes for your child as they move into, within, between and out of schools / settings.

Once the admissions process has concluded in the spring term we then begin to liaise closely with schools to plan for transition. Transition planning is based on the child and their needs, and what the transition school / setting is able to provide.

We will contact any First School settings, or other schools your child has attended to gather information about their needs. We will attend Annual Reviews for those pupils with an EHCP. - We will contact any specialist services that support your child and if appropriate invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.

SEND pupils have the opportunity for an enhanced transition package, which includes additional visits to the new school as well as planning meetings with the SEND department from both schools, which parents are able to attend. This takes place in the summer term.

For children / young people with an [Education, Health and Care Plan \(EHCP\)](#), there are timescales that must be followed at certain stages. Transition reviews usually take place in the autumn term of Year 8.

Some examples of what might be offered as part of an enhanced transition are:

- Additional visits to their new school
- The opportunity to meet key staff
- Their new timetable so they can talk about any concerns before they start
- A visual timetable if necessary
- A map of the school / college to help them plan routes between classes

What should I do if I have a complaint about my child's SEN support?

If you have any concerns about your child's special educational needs and/or disability, their progress or the support you receive, we would ask that you come into school and discuss matters further with your child's Head of Year and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Parents can contact SENDIASS for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 643 8313.

Relevant School Policies Underpinning this SEND Information Report

SEND Policy

Accessibility Policy

Teaching and Learning Policy

Marking and Feedback Policy

Equal Opportunities Policy

Anti Bullying Policy