



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Introduction:

The policy has been written in accordance with the Department for Education Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

It should be read in conjunction with Marling School's SEND Information Report which can be found here: <https://www.marling.gloucs.sch.uk/parent-information#student-support>

This report gives more detailed information about the way in which we support and make provision for students who have SEND at Marling School.

Definition of terms

SEND – Special Educational Needs & Disabilities

A child or young person has Special Educational Needs & Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Learning Difficulty

A child 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.

Special Educational Provision

Is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools (SEND Regulations 2014).

SENCO

Special Educational Needs Co-ordinator.

Marling School's approach to special educational needs and disabilities

Marling School values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All students with SEND are valued, respected and equal members of the school.

We have the same high expectations of all students including those with SEND. We believe that whilst some students will face additional challenges, all need to develop resilience and independence in order to fulfil their potential. Students with SEND are supported to access Marling School's academic and wider curriculum alongside their peers.

At Marling School all teachers are teachers of students with SEND. As such, provision for students with SEND is a matter for the school as a whole, The School Development Board, Headteacher, Special Educational Needs Coordinator (SENCO) and all other members of staff have responsibilities to these students.

Marling objectives:

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEND.
- To ensure students with SEND have high aspirations and maximise their achievements.
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in conjunction with parents to enable them to make an active contribution towards the education of their child.
- To ensure that students are empowered to take an active part in decision making.

Roles and Responsibilities:

The Headteacher:

- Will ensure that the Special Educational Needs and Disabilities Code of Practice 2014 is followed and that this policy is implemented.

The SENCO:

- Is responsible to the Headteacher or assigned member of the SLT and should report at least once each term to him/her.
- Will oversee the day-to-day operation of SEND in the school.
- Will be responsible for the assessment, planning, intervention and evaluation of progress of students with SEND.
- Will ensure that he/she keeps up to date with national and local policy and practice to implement effective SEND provision.
- Will assess, apply for and implement Access Arrangements for public examinations.
- Will inform staff about the needs of students, suggest strategies for the classroom and evaluate intervention.
- Will liaise with staff, students, parents, outside agencies and other education providers.
- Will arrange appropriate training for staff.

The nominated SEND Governor:

- Will monitor the implementation of the provision and report back to Governors annually.

Classroom Teachers/Tutors:

- Will contribute to the identification, assessment, provision and review of progress of students with SEND.
- Will be aware of all students with SEND in their classes and their learning needs.
- Will use teaching and learning strategies that are appropriate to students' needs.
- Will use the school's tracking and monitoring system to assist with appropriate programmes of study.
- Will direct the work of Teaching Assistants to ensure students make progress.

Teaching Assistants:

- Will support students according to their needs and will help classroom teachers differentiate work where appropriate.
- Will contribute to the monitoring of both the academic progress and emotional and social well-being of students.

The Role Played by Parents of Students with SEND

In accordance with the SEND Code of Practice 2014, Marling School believes that all parents/carers of students with SEND should be treated as equal partners. The school recognises that parents/carers have a unique overview of their child's needs and as such have a vital role to play in decision making.

Parents are encouraged to:

- Attend parents' evenings, SEND meetings and other school information events.
- Let staff know of any concerns regarding their child's academic progress or social, emotional or mental well-being.
- Feel empowered to contribute to their child's progress.
- Have high expectations of their child and encourage them to work hard at school and at home.
- There is a collaborative approach to creating a personalised SEND plan for all students according to their needs and the review involves all stakeholders.

Admission Arrangements:

Marling School is a selective grammar school but in all other respects strives to be a fully inclusive school.

The Headteacher is responsible for the admission arrangements (see Admissions Policy). The school acknowledges in full its responsibility to admit students with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

Where a student meets the required academic standard, they will be supported to access the curriculum and to succeed.

Resources:

The school is in receipt of a Notional SEND Budget which is allocated to all students with SEND. Top up funding may be available for students with an EHCP.

Assessment, Planning, Provision and Review:

Marling School follows national and local guidance and uses a graduated approach to assessment, planning, provision and review. Where students are not making expected progress then each successive cycle will draw on more detailed approaches, more frequent review and more specialist expertise in order to match interventions to the needs of the student.

Assessment and identification

Before students join Marling School in Year 7 information is gathered regarding students who have already been identified as having SEND via visits by pastoral or senior staff to all feeder Primary Schools. This information is then passed onto the SENCO who seeks further information where necessary from the schools or from parents. When students join Marling Sixth Form in Year 12 students are asked to provide information regarding any special educational needs on their application form and this information is then passed onto the SENCO who gathers further information from schools and parents as necessary.

In addition, the following processes are used to identify and assess the needs of students who may have SEND:

- All Year 7 students are assessed in reading and spelling within the first few weeks of term.
- All Year 7 students are assessed using the Cognitive Ability Tests (CATS).
- Referrals from subject teachers and other staff following observations in the classroom.
- Tracking data.
- Specialist assessments where appropriate.

Planning and provision

Where a student requires educational provision that is additional to or different from that made generally for other students then they will be placed on Marling's SEND register. Planning appropriate support is a collaborative process between school staff and the student and their parents/carers. The SEND team will also work with subject teachers and the pastoral team to put in place appropriate strategies.

The majority of students will continue to make progress with differentiated teaching from their subject teachers. A small number of students (usually those with a statutory Education and Health Care Plan) may have additional in class support from a Teaching Assistant to help them access the lesson.

Review and monitoring

Progress is monitored as part of the whole school tracking and review process. When a review is taking place, parents/carers are informed, and their views and comments are sought. Following the review, support and provision is amended as necessary.

Where a student has an Education and Health Care Plan (EHCP), parents/carers and the student will attend an annual review meeting to discuss progress towards outcomes and the support needed going forward.

Access to the Curriculum:

All students have the entitlement to a broad, balanced and relevant curriculum. All students with SEND are taught with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their age. Where educational visits are undertaken, provision will be provided to ensure all students have access to the opportunity.

Monitoring and Evaluating the Success of the Education Provided for Students with SEND

The school, including the School Development Board, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs the following methods to gather data for analysis:

- Regular observation of students' learning environment.

- Analysis of the attainment and achievement of students with SEND including tracking data and formal exams.
- Post 16 and 18 destinations of students with SEND.
- The views of students and parents.
- Students' social, emotional and mental well-being.
- Regular monitoring by the School Development Board /SEND Governor.
- Feedback from subject teachers, subject leaders, and pastoral leaders.

Arrangements for Dealing with Complaints from Parents

In the first instance contact the SENCO. If you are not satisfied, then contact the Assistant Head with responsibility for SEND. If your complaint is not resolved, please see the complaints procedure which can be found in the policies section of our website.

Links with Other Schools, Teachers and Facilities

Marling will liaise with feeder and successor schools concerning students with SEND.

The SENCO will liaise with a variety of Outside Agencies including the Advisory Teaching Service, the Educational Psychology Service and departments of the National Health Service.

Review:

- The Headteacher, will undertake systematic monitoring and conduct regular reviews of the SEND policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the School Development Board informed.
- The SEND Governor will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness and report to the School Development Board.