Marden High School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION POLICY

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Policy Statement - Special Educational Needs and Disability (SEND) and Inclusion

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1. Aims and objectives of the SEND Policy

1.1 Aims

•To ensure the identification of all students requiring SEND provision as early as possible.
• To ensure that all students have access to a curriculum appropriate to the individual's need and ability.
• To ensure that students with SEND take as full a part as possible in all school activities.
• To ensure that parents of students with SEND are kept fully informed of their child's progress and attainment and have the opportunity to become actively involved in planning, review and decision making.
• To ensure that students with SEND are involved in decisions affecting their SEN provision.

Close regard is paid to the three key principles of inclusive education:

• Responding to student's diverse learning needs.
• Setting suitable learning challenges.
• Overcoming barriers to learning and assessment for students.

1.2 Definitions and areas of need

The SEND Code of Practice 2014 sets out guidance on policies and procedures aimed at enabling pupils with SEND to reach their full potential, to be included fully in their school communities and to enable a successful transition to adulthood.
For the vast majority of students their mainstream setting will meet all their special educational needs. Some students will require additional help from SEND services external to the school. A very small minority of students will have SEND of a severity or complexity that requires the Local Authority to determine and arrange the Special Educational Provision required to support their learning. This may involve the provision of an Education Health and Care Plan (an EHCP) which replaced Statements of Special Educational Needs.

Definition of Special Educational Needs in the SEND Code of Practice 2014 (Introduction xiii - xv).

A child or young person has SEND 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 school.

Special educational provision in schools 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.

Disabled children and young people

Many children and young people who have special educational needs may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

1.3 Areas of Need
The SEND Code of Practice identifies four distinct areas of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical.

Communication and interaction
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and specific learning difficulties (SpLD) which affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Care Guidance and Support issues other than SEND are:-

Students for whom English is an additional language (EAL)
Being in receipt of a Pupil Premium grant
Being a Looked After Child
Attendance and Punctuality
Health and Welfare
Young Carer

1.4 Admissions

The school admits students according to the Local Authority's published admissions criteria. The school will comply with the criteria and ensure that it is fully compliant with non-discriminatory practice relating to the admission of students with SEND.

2. Identification and Assessment of Students with SEND

2.1 Identification

Students with Special Educational Needs and/or disabilities are listed on the SEND List, along with an identification of their primary special educational need. Staff can access this information to differentiate accordingly.

Students on Primary School SEND Lists at the end of year 6 will transfer onto the SEND List of Marden High School from the beginning of year 7.

Information on students transferring into year 7 will be collected by the Transition Coordinator and Mentor and by the Special Educational Needs Coordinator who will attend SEND transition meetings during year 6. This information will be used to determine appropriate provision for these students when they start at Marden. A Transition Passport will be created with the Marden Transition Mentor with year 6 students who will be included on the Marden SEND List in year 7.

Students transferring to Marden from other high schools will, where required or requested by staff or parents, be assessed by the SENDCO (Special Educational Needs and Disability Co-ordinator) and/or specialist Local Authority staff in order to identify needs and any special provision requirements.

Teachers may, at any time, refer a student for assessment by the SENDCO if they feel that a student's needs have not been identified or met.

Year Coordinators are requested to make new referrals as necessary and to comment on the progress of students on the SEND List at the time of SEND Reviews.

The SENDCO attends all year group progress conferences and a weekly review meeting with pastoral support staff in order to track the progress of SEND students and identify where further or new assessment or provision may be necessary.

Parents/carers may provide information which identifies a student's special educational needs and students may self-refer for assessment or support.

2.2 Assessment

Screening Assessment to identify students with literacy difficulties

A Baseline assessment is administered at the start of Y7. Students identified as having significant difficulties may have further diagnostic tests to inform support planning.

Individual assessment of students with literacy difficulties

SEN Support staff working with students on a withdrawal basis will commence their work with each student by carrying out a series of assessments. These assessments will be updated each term in order to measure progress and inform future target-setting.

Assessment by Local Authority Services

Some students will present with learning difficulties which will require assessment by one of the services provided by the Local Authority (e.g. the Educational Psychology Service,

the Dyslexia Team, Student Support Services, the Language and Communication Team, the Sensory Support Service). In each case, evidence of the student's difficulties is required, along with details of the provision which has already been made to support the student, before a referral can be made by the SENDCO.

3. Provision for students on the SEND List

3.1 The role of the subject teacher

- All teachers contribute to the teaching, assessment, monitoring, recording and reporting of progress of students with special educational needs.
- All teachers should recognise that there is a wide range of student ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum.
- Subject teachers access the SEND List and Student Support Plans/Student Passports via the school's educator cloud. Student Support Plans and Student Passports provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.
- Teachers will be requested to provide a detailed report of student progress prior to SEND reviews. This evidence is collated and summarised and forms an important part of the review process and future target setting.
- Teachers should refer to the guidelines for effective use of support staff in the School Handbook and ensure that they are able to take an active role in lessons.
- Teachers are expected to update their knowledge and understanding of SEND by attendance at appropriate CPD training.

3.2 The role of Curriculum Leaders

- Curriculum Leaders recognise the wide range of student abilities and departmental schemes of work reflect awareness of the need to provide appropriate work. Each department will provide differentiated work for the full range of ability.
- It is the responsibility of each Curriculum Leader to ensure that all students have access to the National Curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual students.
- Curriculum Leaders are aware of the importance of identifying students who have significant difficulties and referring them to the SENDCO when classroom differentiation fails to ensure appropriate progress .
- Time should be allocated during departmental meetings so that SEND/Inclusion is a regular item.

3.3 The role of SEND Support Staff (SENDCO and SEND Support Assistants)

- The primary role of the SENDCO and SEND Support Assistants (SSAs) is to enable access to the curriculum, facilitate independent learning, and promote inclusion in order to ensure that students with additional needs make appropriate progress.
- SEND Support staff work directly with those students with identified needs who require additional personal support.
- Each SSA also has a monitoring role for individual students and has a role in informing and advising staff working with these students.
- Each SSA has responsibility for assisting the SENDCO in writing Student Support Plans, supporting students in creating their Student Passports and collating information for review meetings for their students.
- The SENDCO and SSAs within the department may provide interventions (normally on an individual or small group withdrawal basis).
- SSA support in class is allocated on the basis of student need and entitlement. In KS3, priority is given to providing support for students with a EHCP and those identified on the SEND List as 'Student Support' who are struggling to make expected progress. For most students, the need for support is greatest in core subjects and those subjects with a high language content. At KS4, the priority is to support the learning of students in those subjects in which they are most likely to gain accreditation and where support is important to enable access.
- SSAs can perform a wide range of duties within the classroom. Teachers should maximise the effectiveness of SSA support within lessons by:
    - Noting the role of the SSA in their planning.
    - Providing the SSA with schemes of work, lesson plans and homework tasks in advance of lessons to enable support staff to optimise the effectiveness of their support.
    - Discussing lessons and students' individual learning needs.
    - Communicating with the SSA through meetings or by e-mail.
- Any queries or requests regarding support in class should be addressed to the SENDCO.

3.4. Outline of provision by SEND Department and Student Support:

In order to provide for students with a range of additional learning needs (or special educational needs), the following interventions will operate.

When a student is identified as having special educational needs, the school will support their development and progress by:

- Contacting parents to discuss progress, gather information and plan provision.
- Informing all staff of student need by creating a detailed Student Support Plan accessible to all staff.

- Inviting students to create a personal Student Passport to inform staff of their own interests and preferred learning styles.
- Working with students to identify areas of strength and weakness and identify targets for Student Support Plans.
- Differentiation of the curriculum as appropriate.
- Differentiation of resources and teaching approaches in the classroom.
- Provision of smaller teaching groups and in class support staff as appropriate.
- Provision of 1:1 intervention where appropriate and in line with the criteria described above.
- Liaising with external support services to develop or evaluate provision as appropriate.
- Provision of additional support for independent learning after school.
- Staffing a welcoming Inclusion Centre ("The Base" and "Access") to encourage access to extra-curricular nurture groups/clubs at lunchtime and/or after school.
- Staffing "Access" which facilitates support for students who are unable to access mainstream lessons as a result of injury, anxiety or the need to follow a reduced timetable, or who need a quiet sanctuary during unstructured times.
- Formal SEND review meetings for students with significant levels of need and support.
- Providing additional CPD training for staff as appropriate.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- CAMHS- Child and Adolescent Mental Health Services
- Children's Healthcare Services
- Dyslexia Team (Based at Southlands School)
- Educational Psychology Service
- Education Welfare Service
- Language and Communication Team (Based at Benton Dene School)
- Secondary Support Team
- Sensory Impairment Service (Based at Beacon Hill School)
- TRAX- Local Authority Behaviour Provision ~~(Based at Churchill Community College)~~
- Young Carers Service
- Youth Offending Team
- Connexions Service

We work in partnership with other education providers to ensure that students make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the

following support to SEND students when they are leaving the school:

- Attendance of the school's Connexions Advisor at annual review meetings from Year 9 and regular meetings between the SENDCO and Connexions Advisors.
- Attendance of SENDCO and Connexions at Year 10 and 11 Parental Consultation evenings.
- An appropriate work experience placement during Year 10.
- Supported visits and taster days to sixth forms and colleges.
- Sharing of information and planning with further education providers, parents and students and completion of detailed transition documentation.
- Independent travel training as appropriate.

3.5. SEND Inclusion Centre ("The Base" and Accessibility)

"The Base" is our Inclusion Centre. It is located on the middle floor of the building and can be accessed by lift. There are Accessible toilets in close proximity. The Base consists of four rooms; SEND Teaching Room, "Access", a Counselling Room and a Medicines Room. The SEND Teaching Room is fully equipped with ICT and other differentiated resources for learning. It can be used for small group or support teaching, extra-curricular activities, exam arrangements and training for staff. "Access" is used as a sanctuary for students who are experiencing difficulties in main school lessons.

The Counselling Room is used by external staff to provide additional support for students. This might include professionals from the Language and Communication Team, our Educational Psychologist, Child and Adolescent Mental Health Services, The Dyslexia Team and Speech and Language Therapists. It is also used by Mentors in school to provide help and advice to students.

For further information on provision please use the following link to the school's SEND Information Report:

SEND Information Report

4. Student Support Plans/ Student Passports

The Student Support Plan is created for students with SEND as part of our four part cycle which enables us to assess the student, plan how we will support, put the support in place and then review what has been done.

The Student Support Plan is an individual education plan developed by teachers, through consultation with students, parents and any external professionals involved with the child and their parents. It outlines how support will be given to the child in school and the expected outcomes of the support.

This student centred plan puts the young person at the centre of their own learning and future needs by being involved in decisions made at review meetings and during the creation of the Student Support Plan. The plan reflects what is important to the young person, their capacities and what support is required.
Family members or carers are involved also in the creation of the plan, as they know the student best.

The plan results in actions that are about learning and goals for life, and reflect what is possible, not just what is available. Students with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.
A Transition Passport is created with the Marden Transition Mentor with year 6 students who will be included on the Marden SEND List in year 7.
The Passport is written in conjunction with the student and the Transition Mentor. The passport is written in the student's own words, and it enables him or her to tell us, as staff, what barriers to learning he/she may have, and how he/she prefers to be supported.

5. The Review Procedure

5.1 Annual Reviews of EHCP Students

Annual Reviews will be held in accordance with Local Authority procedures and statutory requirements. Students with an EHCP may be formally reviewed three times a year if their needs are complex. Year Coordinators will be invited to attend Annual Reviews, along with other in-school staff and professionals from other services who are working with the student. Year 11 Transition reviews will always be held in the Autumn term to allow adequate time for effective transition arrangements to be put in place for KS5.

5.2 Reviews for students at School Support

A SEND review will be held for these students annually or more frequently if necessary. All subject teachers and support staff working with a student contribute to this process through their contributions to review reports detailing progress data and comments on attainment, attitude, behaviour etc. SIMS behaviour management is also used.
SEND students are also reviewed at parent consultation meetings at which the SENDCO is present and via the school interim and full reporting systems. Parents wishing to discuss or review the progress of their child are welcome to contact the SENDCO at any time.

6. Monitoring Student Progress

The progress of all students, including those with SEND, is continually monitored by their subject teacher, Curriculum Leader and Year Co-ordinator by analysis of the four data collections.
The student is given Target Grades in all subjects areas which are shared with parents and carers through the school reporting system. Data is collected and progress is measured against these targets.

This progress is discussed at parents evenings. In addition to parents evenings, students with SEND are involved with regular review meetings to discuss progress towards targets and setting outcomes for the futures. Students are at the centre of these reviews and are encouraged to share their aspirations and views.

As well as Target Grades, other tests may be used to monitor progress; eg tests which give a reading and spelling age or a standardised score. When a student has been assessed and is not making progress against their targets, we can refer students to a number of different services or agencies for more specialist assessment and advice. Referrals can be made to The Dyslexia Service, Educational Psychology Service or health services such as Speech and Language Team, School Nurse Service, Occupational Therapist or Social Care Teams.

We might suggest completing an Early Help Assessment (EHA) in order to get a team of professionals (Team around the Family (TAF)) together to work with the student and their family in achieving positive outcomes. This will only be done with the parent or carer's agreement.

If a student does not make progress with support that has been suggested by specialist staff or external professionals, we can make a referral to the Local Authority for an assessment for an Education, Health and Care Plan (EHCP). This is a legal process, carried out by the Local Authority and sets out the amount of support that will be provided for the student.

7. Supporting students with Medical Conditions

- The school recognises that students with medical conditions should be appropriately supported to ensure full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some students may also have special educational needs and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs as well as their SEND provision.
- Students in school with medical conditions have an appropriate care plan and attend The Base for medication. The medicines room within The Base and appropriate supervision is provided for those diabetic students who require medication before lunch.

- Care plans and arrangements for medication are agreed in consultation with students, parents, staff and the school nurse or other appropriate medical staff.
- Training is provided in school for teachers and supervisory staff working with students with medical conditions.

For further information please follow the link to the school's Medicines Policy:

Medicines Policy

8. Exam Access Arrangements

Special arrangements are made for students with SEND or medical conditions who are sitting examinations to ensure that they have appropriate access. Students are assessed, in accordance with the requirements of the examination board concerned and the necessary access arrangements applied for by the SENDCO in consultation with the school's Examinations Officer.

Special arrangements for KS4 external examinations must reflect usual classroom practice. It is therefore important that teachers provide appropriate access arrangements for significant assessments throughout both key stages and inform the SENDCO of support requirements. SEND staff will support these arrangements to familiarise students with appropriate exam conditions.

9.SEND Students and Child Protection

As a school, we recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges and that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration
- being more prone to peer group isolation than other children
- that children with SEN and disabilities can be disproportionally impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The school's **Special Educational Needs Coordinator** is **Mrs B Reece** who can be contacted on 0191 2962771 or by email b.reece@mardenhigh.net.