

The Special Educational Needs Local Offer

Marches Academy 2016 / 2017

Introduction/ Overview

Marches School is committed to providing an appropriate and high quality education to all the students living in our local area. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all students can flourish and feel safe.

Marches School is committed to inclusion; it aims to remove barriers to learning. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which will take account of their varied life experiences and needs. The Special Educational Needs and Disabilities (SEND) Local Offer is determined by the Special Needs Code of Practice 2014

How we consult with parents and carers of children with Special Educational Needs

Annual Reviews – Interim Reviews

Assess - Plan – Do – Review: termly meeting with parents/carers for students with SEN support

Monitoring of levels and progress. Interim reports sent to parents/carers, Subject Reports

Key Workers / Teaching Assistant's (TA's) / Higher Level Teaching Assistants (HLTA's) / Progress Leaders / House Leaders and Subject Teachers

Letters/email/telephone

Governor Reports

Parent forums

Parent Evenings

Year 5 and 6 consultations at primary schools

How we consult with our pupils with Special Educational Needs

Annual Reviews – Interim Reviews – Individual Education Plans (IEP) Reviews – Getting the students to view own IEP's and have their input.

Assess - Plan – Do – Review: termly meeting with parents and students for students with SEN support

Monitoring – levels and progress. Interim reports - Subject Reports

Pupil Voice – voice of the learner questionnaires

Mentoring

Key Workers / TA's/ HLTA's / Progress Leaders / House leaders / Subject Teachers

Parent Evenings

Year 5 and 6 consultations at primary schools

Transition programmes for Year 5 and 6 pupils

How we support our pupils at times of transition

Transition Programme during Summer term – additional visits for targeted students

Open evenings KS2-KS3 and KS4-KS5

Attending Annual Reviews at Primary Schools

Invitation to events at school throughout the year.

Language lessons delivered at primary schools by secondary school teachers

Year 5 and 6 Open Evening

Primary Liaison – Year 7 Progress Leader and Special Educational Needs Coordinator (SENCO) meet with Primary school to collate information.

Parents invitation to visit school with their child

Staff training – Outside Agencies to advise staff

Woodlands Outreach to support ASD students via a transition programme

CAMHS Acorn Transition Workshops

Transition Trips

Connexions for KS3 – KS5

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

Dyslexia friendly learning environment

Identified students to receive specialist SpIld intervention

Social Skills intervention for identified students

Speech and Language Therapy (SALT) – for identified students

Students with physical difficulties – seek outside agency advice and adhere to recommendations.

Access arrangements – KS4 – KS5

Netbooks

Modified Timetable

Setting – ability

Differentiated lessons - multi-sensory approach – visual prompts

TA support

Work experience – KS4

KS4 GCSE catch-up sessions and revision support in Student Support Services (SSS)

Vocational subjects offered to identified students

Outside agency advise eg Severndale Outreach, Woodlands, EP - reports

Student Support Services

After school tutoring

Afterschool clubs

Lunchtime clubs – managed by staff

Pastoral Support

Literacy Support following reading and spelling assessments

Accelerated reader programme

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
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Primary liaison – Year 7 Progress Leader and Senco meet with primary teachers / Head Teacher / Senco

Teacher referral – concerns with progress/ attitude etc

Parent referral – concerns with progress/ attitude etc

SALT referral and regular reviews until discharge

Annual Review - Interim Review

Assess - Plan – Do – Review: termly meeting with parents for students with SEN support

Progress Checks

Visual resources

Overlearning /Pre tutoring

Vocabulary banks

TA support

SALT programme – delivered weekly following guidance from SALT report.

2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Information from Year 6 meetings with primary schools • Concerns expressed by parents • Concerns expressed by staff • Identified in SEN Register <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Involvement of CAMHS (Child & Adolescent Mental Health Services) • Completion of EHAF (Early Help Assessment Form) • Involvement of Autism West Midlands <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Use of Annual Review to review progress • Progress reviewed through School Monitoring • Assess - Plan – Do – Review: termly 	<ul style="list-style-type: none"> • All staff aware through Learning Support Register • Strategies booklet issued to staff • Learning Environment of student considered i.e seating position in classroom / routines • Support in the accurate recording of homework • Ensure engagement in PE lessons. Particularly around team sports through “buddying” up and positive reinforcement • We try to provide support in lessons where greater movement around the classroom is needed ie Drama/ Design Technology 	<ul style="list-style-type: none"> • ASD specialist HLTA who monitors students and provides support • Try to prepare students in advance of any changes to their routine • Flexibility to the curriculum when required • Use of Social Stories / comic strip conversations in school • Anger Management sessions • Self-esteem groups /circle time • Use of Student Support Services during breaks and lunchtimes for emotional/ social support • CAMHS for advice • Val Jones, Spectra Autism Inclusion Service

meeting for SEN support		
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Cognition and Learning:

1. General/Moderate Learning Difficulties

<p>How we identify needs, assess and review progress</p>	<p>How we adapt teaching to ensure access to the curriculum</p>	<p>How we provide support and intervention for those with identified needs</p>
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<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • All students are tested upon entry • Staff or parent / carer concerns • Educational Psychology Service • Learning Support Advisory Team <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through whole school monitoring system • Through termly /half termly reading tests • Spelling and reading ages for Annual Reviews • Termly as part of the assess/plan/do/review model • LSAT and Educational Psychology report 	<ul style="list-style-type: none"> • Students are set appropriately • Work is differentiated according to the set • Students receive additional literacy support • Teaching includes a variety of teaching styles – visual, auditory, kinaesthetic etc. • Specific programme to develop Numeracy skills • Small group work to develop peer learning • Use of ICT where appropriate 	<ul style="list-style-type: none"> • Identified on SEN Register • Termly meetings • Small group literacy/numeracy and handwriting programmes • Some general in-class support • Use of Student Support Services during break and lunchtimes- Safe haven • Work broken down into manageable pieces • Staff check for understanding • Students given extra time to process information • Access arrangements • Homework club
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2 Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
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<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • Parental concerns • LSAT reports • Teacher/TA/staff concerns <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through LSAT • Through Educational Psychologist • Through private reports <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Through Whole School Monitoring process • Through Annual reviews • Through updated reading age assessments and spelling tests 	<ul style="list-style-type: none"> • Whiteboard and computer background colour changed • Use of coloured paper when there are hand outs in class • Scribing and reading in lessons • Staff asked to mark work for 'content' and not spelling • Staff to provide handouts rather than extensive copying from the board • Use of Netbooks • Work broken down into manageable pieces • Students given extra time to process information • Coloured overlays 	<ul style="list-style-type: none"> • Identified on SEN Register • Termly meetings • Precision Teaching/Toe by Toe • Small group literacy/numeracy withdrawal • Dyslexia Booklet containing hints and tips for the student • Use of coloured overlays • Exam Access arrangements • Staff receive Dyslexia Strategy Sheets • Handwriting programme • Referral to Occupational Therapy • PE staff made aware of Dyspraxic difficulties • Discussion with keyworker about different methods of recording work/ use of word processing
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Social, Mental and Emotional Health:

<p>How we identify needs, assess and review progress</p>	<p>How we adapt teaching to ensure access to the curriculum</p>	<p>How we provide support and intervention for those with identified needs</p>
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<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Information from year 6 meetings with Primary Schools • Concerns expressed by parents / carers/staff • Students identified by school Counsellor • Students identified by the Pastoral Team • Through EHAF process • Through contact by CAMHS • Through contact by Safeguarding • Through contact by Early Help Team <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through School Nurse • Through CAMHS • Through School Counsellor • Through Pastoral Team • Through EHAF • <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Updated reports from CAHMS • TAC meetings 	<ul style="list-style-type: none"> • Inform staff of any issues that may impact on the learning of the students • 'Time Out' cards • Temporarily reduce timetables • Use of Student Support Services • Break and lunchtime support • Teaching Assistant Mentors • Sensitive seating arrangements • Mentoring during session 6 	<ul style="list-style-type: none"> • Use of Student Support Services during breaks and lunchtimes for social and emotional support • Self-esteem groups • Pastoral Team Support • School Counsellor • Social Stories/ comic strip conversations/ social skills • School Nurse • Shropshire Youth (Careers Advice)
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Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • Liaison with Sensory Inclusion Service • Information from GP's • Information from Parents • Information from School Nurse • Information from hospital <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through Sensory Inclusion Service • Through GP • Through hospital <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Updated reports from Sensory Inclusion Service • Updated reports from hospital/GP 	<ul style="list-style-type: none"> • Careful front central seating within classroom • Student seated away from sources of background noise • Ensure involvement, particularly with group work, to avoid isolation • Teachers wear transmitter as appropriate • Check for understanding • Vocabulary lists kept in exercise books (particularly for those students who have experienced language delay as part of their hearing impairment) • Audio work (i.e. in MFL) is adapted to suit needs • Teaching Assistants repeat information/ make notes as and when required/ mini whiteboards 	<ul style="list-style-type: none"> • Identified on SEN Register • Sessions with the Teacher of the Deaf • Risk Assessments completed • Exam Access Arrangements • Following regular assessments by Teacher of the Deaf, any updated information is sent to teaching staff. • Physical – Leave lessons 5 minutes early to move on to the next lesson while the corridors are quiet.

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • Liaison with Sensory Inclusion Service • Information from GP's • Information from Parents • Information from School Nurse • Information from hospital <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through Sensory Inclusion Service • Through GP • Through hospital <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Updated reports from Sensory Inclusion Service • Updated reports from hospital/GP 	<ul style="list-style-type: none"> • Guidance followed from Sensory Inclusion services • SIS risk assessments observed • Modified Work - Materials prepared in a clear N12(this is N12) with possibly N14(this is N14) if visual functioning lessens • Front central seating in class to gain maximum access to board/whiteboard • Glare in class should be kept to a minimum • Safety arrangements put in place for practical activities • TA Reader 	<ul style="list-style-type: none"> • Identified on Learning Support Register • Sessions with Sensory Inclusion • Risk Assessments produced • Exam Access Arrangements • Following regular assessments by Sensory Inclusion, any updated information is sent to teaching staff

3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • Information from GP's • Information from Parents • Information from School Nurse • Information from hospital • Staff concerns <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through GP • Through hospital <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Updated reports from hospital/GP 	<ul style="list-style-type: none"> • Work sent home to enable students to keep up if they are away from school for lengthy periods of time • Inform staff of any impact the physical difficulty may have on learning • Use of Student Support Services • Break and Lunchtime support • Use of Netbooks • PE curriculum modified as appropriate to enable inclusion 	<ul style="list-style-type: none"> • Identified on learning Support Register • All staff sent strategies on how best to support student in class • Flexible in leaving lessons a few minutes earlier to navigate corridors – leave lesson early pass provided for planner

How we involve parents and carers in the assessment and review process

Parents of students on SEN support have a termly meeting with a teacher to complete the assess-plan-do-review procedure.

Parents are invited to Annual Reviews of Statemented students

Parental views and permission gained to enable contact with external agency for support /up to date advice

Termly reports are sent home

How we involve our pupils with Special Educational Needs in the assessment and review process

Students on SEN support have a termly meeting with a teacher to complete the assess-plan-do-review procedure.

Students are mentored by a Teaching Assistant and feelings monitored.

Students' views are sought on their progress to an Annual Review

Students are involved in target setting through the Tutor Review process every term

Students' views are sought with regard to referrals to external agencies where practicable

Students are invited to join Annual Statement Reviews

Students are spoken to directly if parents have expressed concerns/difficulties regarding either learning or social development

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

Keep up to date with new/updated legislation, guidance and research through CPD – to ensure best practice for child in SEN provision

Through the Annual review process-parental/student feedback

Parental feedback from the termly SEN Support - assess-plan-do-review procedure

Removal of students from SEN list as making 'adequate progress', with letters being sent home to parents/carers

Staff feedback

Local Authority Monitoring visit (every 2 yrs)

Pupil progress monitored across the school KS3/4 &5 every term and report sent home

Progress and Subject directors monitoring the progress of all students

SENCO monitoring the progress of students on SEN support

GCSE results –including 3 levels of progress in English and Maths

How we ensure access to our facilities for all of our pupils

Marches endeavours to make reasonable adjustments, both in learning and physical environment ,to ensure access to our facilities for all students and promote inclusion.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

Use of Student Support Services during break and lunchtimes for social/emotional/homework support

Lunchtime/Afterschool clubs

Homework club

Students have complete access to our Activity Days

SEN students can access all school trips

Teaching Assistants have supported extra-curricular activities

What support is available for our pupils with Special Educational Needs?

SENCO as a contact for parents/carers and students

Termly meetings with a teacher

Open lines of communication between home and Student Support Services

Teaching Assistant support in lessons where applicable

Teaching Assistant mentoring

Attendance mentoring

KS3/4 inclusion bases- Student Support Services

Small group literacy/numeracy/social skills withdrawal

Social Story / comic strip work

Handwriting programme

Behaviour, rules and interaction intervention groups

Use of Student Support Services during break and lunchtimes for social /emotional/homework support – ‘safe haven’

Teaching Assistant available in Student Support Services every break and lunchtime

Personalised learning profiles of SEN students available to all staff

Support in examinations/controlled assessments (reader/scribe/extra time/laptop/alternative venue/modifications)

Support and resources for coursework support time where appropriate

Use of netbooks in lessons for identified students

Teaching Assistants help students record homework

Visual timetables where needed

Modified equipment / resources

Homework club with Teaching assistant support

Support in Assembly

Life skills programme

Personalised timetables when required

Shropshire Youth support

KS4 –TA’s can accompany pupils to college/ progression interviews and visits.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

Autism

ADHD

Dyslexia

Dyspraxia

Phonics training

Visual Impairment and modifications

Hearing Impairment

Bereavement

Anger Management

Social Stories / comic strip conversations

ASD transition

How teachers can work effectively with a teaching assistant

Regular SEND updates provided

SENCO LEA network meetings

Achievement for all

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

(include the outside agencies that work with your school)

Educational Psychologist

Learning Support Advisory Team

Barnardos

DIVERT

Targeted Youth Service

Sensory Inclusion Service – visually and hearing impaired students

Behaviour Support

Occupational Therapy Service

Speech Language Service

CAHMS

Autism West Midlands

Val Jones, Spectra

Family Information Service

Lifelines (Bereavement Service)

Shropshire Youth

Child in Need Team

Initial Contact Team

Early Intervention Team

Diabetic and Epilepsy Nurses

Red Cross Young Carers

Woodlands School

Education Welfare Officer

Family Support Worker

Looked After Children Teams

Multi Cultural Service

School Nurse

How we support the emotional and social development of our pupils with Special Educational Needs

(include any additional pastoral support arrangements and how you prevent bullying of pupils with SEND)

Pastoral Teams of Progress Leaders/ House leaders

Social Stories / comic strip conversations in social skills

Self-esteem groups

School Counsellor

Student Support Services for emotional/social support during breaks and lunchtimes

Anger Management

EHAF

Engagement of external agencies

Mentoring

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

Marches encourages parents to contact the school if they have any concerns or queries. This may be done through the students' progress Leader, if discussing general pastoral issues and progress. If the queries relate specifically to special educational needs, contact is actively encouraged with the SENCO directly via telephone, email or letter.

SENCO at the Marches school is Justine Holdsworth. Please contact with any queries or concerns:

01691 664400

