

The Marches Academy SEND Information Report should be read alongside other school policies including SEND, Behaviour, Bullying and Single Equalities policy which will give more detailed information

Marches Academy SEND Information Report 2020-2021

The Marches School is an open access comprehensive school catering for children aged between 11 and 18.

Complaints procedure:

If you have any complaints to raise regarding Special Educational Needs at The Marches School, please contact the SENCO direct as soon as possible so that we can immediately address issues together-) **Miss C Tompsett (tompsett.c@mar.mmat.org.uk)**

The Special Educational Needs Department supports students within the mainstream setting with a variety of different and individual needs. Principally these needs can be categorised by the Code of Practice 2014:

- Communication and Interaction – Speech, Language & Communication/ASD/Dyslexia
- Cognition and Learning – SpLD (Dyslexia) and learning significantly below their peers
- Social, Emotional and Mental Health – Social awareness, anxiety disorder, problems of mood, ADHD
- Sensory and/or Physical – Visual/hearing impairment, physical difficulties

As a school community our core values are:

- To show **mutual respect** – so that all feel safe and cared for
- To understand our **rights and responsibilities** – so that we all work together as ‘the Marches team’
- To **contribute positively** – so that we all help and support the school and the wider community
- To strive to achieve our **personal best** in our work – so that everyone attains the highest possible standards and makes the most of our learning adventure
- To make the **right choices** – so that we can all make the most of our opportunities
- To enjoy a **healthy lifestyle** – so that we develop positive habits for life

The Marches Learning Mission Statement

We believe: Successful creative lifelong learners participate in a journey of self discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

Identification and Assessment of Students with SEND

Criteria for identification and assessment at Marches:

- Information from previous school, parents/carers, students and outside professionals will be used to identify specific learning needs
- Students entering the school in Year 7 will be screened for literacy levels
- Students entering mid academic year – students will arrive with school data or can be assessed if need arises, they will also be screened for literacy levels
- All students undergo ongoing mentoring and assessment through their academic mentor and subject teachers through the whole school termly monitoring process. Under performance is identified by progress leaders, subject teachers and the SEND department.
- The school will assess internally (and, if necessary) with the support of external agencies, when parents raise concerns regarding their child's learning and/or social wellbeing
- Staff will actively employ intervention strategies within the classroom ensuring 'quality first teaching' to aim to support the vast number of students
- School works closely/liaises as necessary with any external agencies involved with our students
- Student progress is reviewed termly and progress leaders and the SEND Department discuss students not making adequate progress and possible reasons, including SEND

Parents and students are encouraged to discuss any concerns with:

- **Relevant Progress Leaders**
- **Miss C Tompsett (tompsett.c@mar.mmat.org.uk)**

Arrangements for Working with Parents or Carers

- All SEND students are scheduled a person centred (assess, plan, do, review) meeting three times per year in line with the SEND Code of Practice (2014)
- Meetings occur with parents/ carers in Years 5 and 6 prior to school placement as necessary
- Marches SEND staff attend Year 6 Annual Reviews and arrange extra parental / carer visit in Year 6
- SEND Department is open for Year 5 and 6 Open Evenings
- Parents / Carers will be included when developing in their child's 'Passport for Learning' and person centred plan through a person centred meeting
- Regular contact via email with SEND staff
- Regular telephone contact with SEND staff
- Parents / Carers are invited to attend each Annual Review of Education, Health and Care Plans
- Parents Evenings
- Monitoring Reports
- Parental views and permission gained to enable contact with external agency for support/up to date advice
- The school SEND Policy is published on the website
- SEND Information Report published on the website
- Link to the Local Authority Local Offer is published on the website

Arrangements for Working with Students

- Feedback from students in all SEND review meetings
- Students will be central in the development of Passports for Learning and Person Centred Plans
- Before school, break and lunchtime support in the Mainwaring Hub
- Use of keyworkers
- Various intervention programmes

- Academic mentor reviews and mentoring meetings
- Student's views are sought on their progress prior to an Annual Review/EHCP Review
- Students are involved in target setting through the person centred meetings process every term
- Student's views are sought with regard to referrals to external agencies where practicable
- Students are invited to join all SEND reviews
- Students are spoken to directly if parents/carers have expressed concerns/difficulties regarding either learning or social development

Arrangements for Assessing and Reviewing Children's Progress towards Outcomes

The following arrangements are applied when assessing and reviewing children's progress towards individual outcomes. Arrangements depend on the specific broad areas of Special Educational Need as identified in the Code of Practice 2014

Communication and Interaction

a) Speech, Language & Communication needs

How we identify needs

Pupil information for Year 6 students from primary schools and / or parents

Concerns expressed by parents/carers

Concerns expressed by staff

Involvement of specialist outside agencies such as Speech & Language Therapy Team

How we assess and review progress

Progress reviewed through Whole School Monitoring

Use of termly Person Centred Review/EHCP Review process to review progress

We receive reports from Speech & Language Services

b) Autistic Spectrum Disorder/Condition

How we identify needs

Information from Year 6 meetings with primary schools and / or parents/carers. Concerns expressed by parents/carers. Concerns expressed by staff

Involvement of specialist outside agencies

How we assess

Involvement of the Emotional Health and Well Being service (formally CAMHS)

Involvement of Autism West Midlands

Completion of Webstar/strengthening families process

How we review progress

Progress reviewed through Whole School Monitoring

Use of termly Person Centred Review/EHCP Review process to review progress

Cognition and Learning

a) Learning Difficulties

How we identify needs

Information from Year 6 meetings with primary schools and / or parents

Concerns expressed by parents/carers

Concerns expressed by staff

Involvement of specialist outside agencies

How we assess and review progress

Progress reviewed through Whole School Monitoring

Use of termly Person Centred Review/EHCP Review process to review progress

We receive reports from other agencies

b) Specific Learning Difficulties

How we identify needs

Information from Year 6 meetings with primary schools and / or parents

Concerns expressed by parents/carers
Concerns expressed by staff

Reports from private agencies

How we measure areas of need

- Through an 'analysis of need' screener
- Through GL Portfolio 'indicator'
- Through private reports
- Through the SEND Department staff assessment

How we review progress

- Progress reviewed through Whole School Monitoring
- Use of termly Person Centred Review/EHCP Review process to review progress
- Through updated standardised tests.

Social, Emotional and Mental Health

How we identify needs

- Information from Year 6 meetings with primary schools and / or parents
- Concerns expressed by parents/carers
- Concerns expressed by staff
- Students identified by School Counsellor
- Students identified by Pastoral Team
- Through Webstar/ strengthening families process
- Through contact by Emotional Health and Well Being service (formally CAMHS)
- Through contact by safeguarding
- Through contact by Early Help Team

How we assess

- Involvement of Emotional Health and Well Being service (formally CAMHS)
- Through School Nurse
- Through School Counsellor
- Through Pastoral Team
- Completion of Webstar/ strengthening families process

How we review progress

- Updated reports from Emotional Health and Well Being service (formally CAMHS) Agency Meetings
- Progress Leader review meetings

Sensory and/or Physical Difficulties

a) Hearing Impaired

How we identify needs

Information from Year 6 meetings with primary schools and / or parents
Liaison with the Sensory Inclusion Services
Information from GPs
Information from parents/carers
Information from hospital
Staff concerns

How we assess

Through Sensory Inclusion Service
Through GP
Through hospital

How we review progress

Updated reports from Sensory Inclusion Service
Updated reports from hospital/GP Progress reviewed through Whole School Monitoring

b) Visually Impaired

How we identify needs

Information from Year 6 meetings with primary schools and / or parents
Liaison with the Sensory Inclusion Service
Information from GPs
Information from parents/carers
Information from hospital
Staff concerns

How we assess

Through Sensory Inclusion Service
Through GP
Through hospital

How we review progress

Updated reports from Sensory Inclusion Services
Updated reports from hospital/GP

c) Physical Difficulties

How we identify needs

Information from Year 6 meetings with primary schools and / or parents
Liaison with the Sensory Inclusion Service
Information from GPs
Information from parents/carers
Information from hospital

How we assess

Through GP
Through hospital

How we review progress

Updated reports from hospital/GP
Engagement in appropriate activities
Meetings to update Diabetic care plans

Expertise and Training of Staff to Support Children and Young People with SEND

Marches Academy recognises the importance of ongoing, up to date and relevant training for both teaching and support staff.

Training is provided both in-house, utilising and sharing our own areas of expertise and good practice within the classroom and through accessing external experts or specialist advice, support and training as necessary. Examples of training teachers and support staff have had the opportunity to engage with are:

The new SEND Code of Practice 2014 (C Tompsett)

Autism (Spectra)

ADHD (Spectra)

Specific Learning difficulties (Educational Psychology Service)

Visual Impairment (Sensory Inclusion Service)

Hearing Impairment (Sensory Inclusion Service)

Anger Management (Spectra)

Social Stories (Shropshire Speech and Language Services)

ASD transition (Woodlands Autism Outreach/Spectra)

Safeguarding/Child Protection (Local Authority/J. Phillips)

How teachers can work effectively with an Access Leader (C Tompsett)

Targeted Mental Health Programme for Schools (TAMHS)

Which is the one you are currently working with??

Differentiation in the classroom (staff)

Training for all staff is ongoing and is delivered by external agencies or via in school twilight sessions.

Evaluating the Effectiveness of SEND Provision

All students' progress and attainment is monitored through the whole school monitoring system.

Where students are identified as having SEND or requiring SEND Support the SEND Department also reviews academic progress as well as having discussions during Pupil Centred Plan reviews with students and parents / carers- focusing on the successes and areas for development. Intervention withdrawal groups delivered by the SEND Department are evaluated every half term to ensure the students are making progress on the programme to improve individual baseline scores.

How Children with and without SEND Engage in Activities Together

All children with and without SEND have a wide range of opportunities they can engage in via the curriculum, through after school activities – these activities are available to all students and if necessary reasonable adjustments to itineraries or activities can be made (in discussion with either the student directly and/or the parent / carer) as required.

We encourage all students to work together, recognising the individual strengths of each other and understanding that they need to work collaboratively to help and support each other.

Support for Improving Emotional and Social Development including Children with SEND

The SEND Department works closely with the Pastoral Team in order to meet the emotional and social needs of all students, including those with SEND. The students have access to a school counsellor, well-being leaders, school nurse and various intervention programmes directly targeted to a need.

The Mainwaring Hub is open and staffed before school, during break and lunch time – some of our more vulnerable students with SEND choose to have their lunch in this area– interaction between staff and students at these times is an important aspect of the support. All students are made aware of key people (Tutor/Student Support/SEND staff / SENCO or ANY member of staff) to whom they can report any concerns - this includes any issues raised around bullying – a number of SEND students have identified key workers.

Involvement of External Agencies to support SEND Students and their Families

We access a wide variety of services to support all aspects of development for SEND students.

These Services include:

Educational Psychologist

ENHANCE

Sensory Inclusion Service – visually and hearing impaired students

Spectra

Occupational Therapy Service

Speech, Language & Communication Service

Emotional Health and Well Being service (formally CAMHS)

Autism West Midlands

Family Information Service

Lifelines (Bereavement Service)

Shropshire Youth (Shropshire Careers service)

Early Help Team/COMPASS

Child in Need Team

Diabetic & Epilepsy Nurses

Young Carers

Education Welfare Officer

Family Support Worker

Looked After Children Teams

Multi Cultural Service

School Nurse

Please do not hesitate to contact The Marches Academy and the SEND department should you wish to discuss your child's individual circumstances.

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SENCO