

## SEND Information Report 2021/2022

### AIMS

Our SEND information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

A key principle which underpins the ethos of The Marches School is that all students are valued and entitled to equality of educational opportunity. We are a vibrant learning community, comprising a very supportive parent body, caring and forward-looking staff, energetic and thoughtful students, a proactive governing body and an ever-developing cross section of community partners. Children are placed firmly at the centre of all we do; we pride ourselves on offering a wealth of opportunities allowing all in the learning community to experience success in many different ways and at a variety of levels. Our challenge therefore is to constantly seek out new ways to innovate from within the classroom and outside it, as we believe firmly in the need to keep moving forward, so that our young people have the best possible experiences and life opportunities. This means that all students' needs are regarded as special and that the needs of students with learning difficulties and/or disabilities (SEND) will be addressed naturally within the school's learning policy.

### LEGISLATION AND GUIDANCE

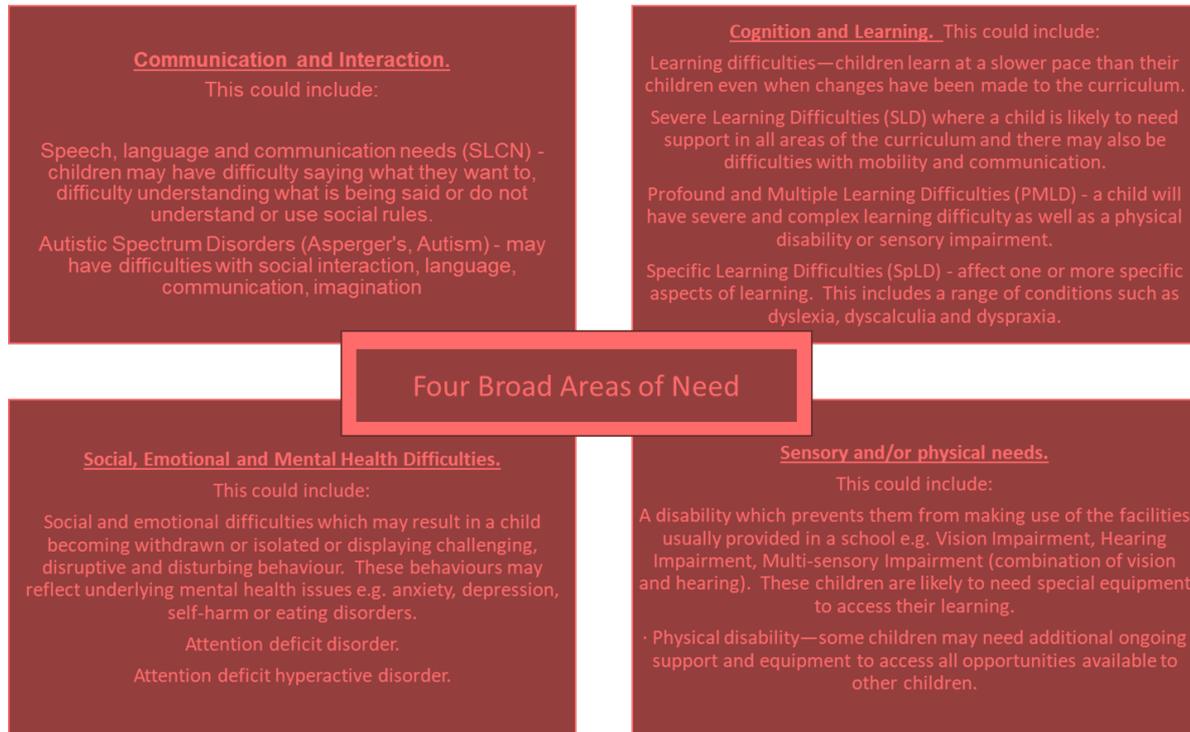
This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

### WHAT IS A SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)?

A student has SEND where their learning difficulty or disability calls for special educational provision. This means provision that is different from or additional to that normally available to students of the same age.

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies students' SEND in four broad areas of need:



## WHO CAN I TALK TO ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITY?

**The Special Educational Needs and Disability Co-ordinator (SENDCo) for The Marches School is Miss Claire Tompsett.**



Please contact at:

Email: [Claire.Tompsett@mar.mmat.co.uk](mailto:Claire.Tompsett@mar.mmat.co.uk)

Tel: 01691 664400 to arrange an appointment.

She is responsible for:

- Coordinating all the support for students with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all students get a consistent, high-quality response to meet their needs in school. This includes developing and monitoring the school's graduated response of support for our SEND students and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the school's SEND Development Plan.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting, and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support a child's learning e.g., Speech and Language Therapy, Educational Psychology, etc.

This SEND Information Report and Policy will be updated and reviewed in September 2022

- Updating the school's SEND register (a system for ensuring all the needs of children with SEND in the school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help students with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the school's SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable student.
- Coordinating Access Leaders to ensure the best support is given to the students on the SEND register and those with Graduated Support Plans and Education, Health and Care Plans.

Your child's Class Teacher/Access Leader is responsible for:

- Checking on the progress of a child with SEND and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Completing Assess, Plan, Do and Reviews of students' targets.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, in addition to differentiated Quality First Teaching.
- Ensuring that the school's SEND Policy is followed in all classrooms and for all the students they teach with SEND.
- Implementing recommendations from outside agencies e.g., Educational Psychologists

The Headteacher, Mrs Alison Pearson and Assistant Headteacher Miss Phillips are responsible for:



- The day to day management of all aspects of the school, this includes the support for students with SEND.
- Giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENDCo in terms of budgeting the SEND provisions.

The SEND Governor, Helen Jones is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the school's SEND department to ensure ALL students are supported to reach their full potential.

## HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?

### First of all:

You should speak to your child's form tutor. The class teacher will also pass on your concerns to the Head of Academic Progress and SENDCo.

### What if I am still concerned?

You can make an appointment to meet with the SENDCo - Claire Tompsett via an email or calling the school office 01691 664400.

### What if I am *still* concerned?

You could make an appointment to meet with the member of the Senior Leadership with responsibility for SEND (Miss Phillips - Assistant Headteacher)

## HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING AND PROGRESS?

Your child's progress will be discussed with you at Parents' Evening each year.

If it is felt that your child would benefit from being on the SEND Register, the school will set up a meeting with you to discuss this in further detail and to:

- listen to any concerns you may also have.
- plan any additional support for your child.
- discuss with you any referrals to outside professionals to support your child's learning.

## WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR STUDENT WITH SEND AT THE MARCHES SCHOOL?

Support is provided along a graduated pathway at The Marches School whereby the majority of students' needs are met through the Universal Offer, including Quality First Teaching. Where a students' needs are greater than the Universal Offer, an assessment of need will identify the appropriate next steps to support the student to a provision that meets their need: specific, low-level intervention, high-level intervention or an extensive provision, possibly with additional funding required, via a bespoke provision offer (Graduated Support Plan or Education, Health and Care Plan).



## **Targeted classroom teaching by the Class Teachers (also known as Quality First Teaching)**

For your child this will mean that:

- the teacher has the highest possible expectations for your child and for all student in their class.
- all teaching is based on building on what your child already knows, can do and can understand.
- different ways of teaching are in place so that your child is fully involved in their learning. This may involve things like using more practical and visual resources.
- specific strategies (which may have been suggested by the SENDCo or outside agencies) are in place to support your child to learn.
- your child's teacher will continually check your child's progress and differentiated activities will be in place to address gaps in learning in order to help your child make the best possible progress.

All students receive this as part of excellent classroom practice.

## **Specific group work with a smaller group of student (Intervention Groups)**

Intervention Groups:

provide targeted, short term support to address a particular area of learning such as phonics, handwriting or social skills for example.

These groups are often reactive to how the student has progressed in their learning

- may be led inside the classroom or in a different room.
- may be led by a teacher or an access leader who has had the appropriate training to lead the group.

Support through Intervention Groups is available to all students, as appropriate, who have been identified as needing some extra support in order to help them make good progress. This will include students on the SEND Register, as appropriate to their individual needs.

## **Specialist support by an outside agency**

Student on the SEND Register in the category of School Support may also receive support from a member of staff from an outside agency e.g. Speech and Language Therapy (SALT), Sensory Inclusion Service (hearing and visual needs).

For your child this will mean:

- your child will have been identified by the Class Teacher/SENDCo (or you will have raised your concerns) as needing more specialist support instead of, or in addition to, Quality First Teaching and intervention groups.
- you will be asked for your permission for the school to refer your child to the appropriate agency.
- an appropriate professional will work with your child to understand their needs and make recommendations to school staff - this advice may be about particular teaching strategies or specialist resources that would benefit your child.

This type of support is available for students with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

## **Specified bespoke support**

This is usually provided by a **Graduated Support Plan** or **Education, Health and Care Plan (EHCP)**. This means your child will have been identified as needing a very high level of support to access the curriculum, which cannot be provided from the budget available to the school. Usually your child will also need specialist support from professionals outside the school e.g. Speech and Language Therapy (SALT), the ASD Outreach Team (Spectra), Learning Support Advisory Teacher (LSAT), Sensory Inclusion Service (hearing and visual difficulties), Educational Psychology, etc.

For your child this will mean:

- the GSP/EHCP will outline the level of support your child will receive, how support should be used and what strategies must be put in place.
- the GSP/ EHCP will set out long and short term goals for your child.
- the EHCP will be reviewed annually.

This type of support is only available to students whose learning needs are severe, complex and, in some cases, lifelong.

## IF MY CHILD REQUIRES AN EHCP, HOW DO I GET THIS FOR MY CHILD?

Following intervention from both the school and outside agencies, it may be felt that your child's needs are particularly complex and cannot be addressed from the budget available to the school. School (or you as a parent) may wish to request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

For your child this will mean:

You and/or the school will complete a request for statutory assessment which will provide the LA with information about your child such as attainment levels, strategies and resources that have been used in school, areas of difficulty, external professionals' advice and attendance.

The LA will then decide if your child's needs seem complex enough to require a statutory assessment. If this is the case, they will then ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs a statutory assessment, they will ask the school to continue with SEND Support.

After the reports have all been received by the LA they will decide if your child's needs are severe, complex and lifelong and if additional support is required to enable your child to make good progress. If this is the case they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with SEND support.

The EHCP will outline the band of support your child will receive from the LA and how the support should be used and what strategies must be put in place to help your child meet long and short term goals. This support may be used to support your child with whole class learning, run individual programmes or run small group interventions to include your child.

## HOW IS EXTRA SUPPORT ALLOCATED TO STUDENT AND HOW DO THEY MOVE BETWEEN THE DIFFERENT LEVELS?

- The school budget includes money for supporting students with SEND.
- The Head teacher decides on the budget for SEND in consultation with the School Governors, Assistant Headteacher in charge of SEND and the SENDCo, taking into account the students already receiving support, the students needing extra support and the students who have been identified as not making as much progress as would be expected.
- At The Marches we have 9 Access Leaders to support student with SEND. The SENDCo will organise the Access Leader's time and targeted support according to the student's needs.
- If appropriate, students may also be part of targeted intervention groups to address particular needs.
- All resources and support are reviewed regularly and changes made as needed.

## WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO STUDENT WITH SEND AT THE MARCHES?



## WHAT TRAINING DO STAFF HAVE TO HELP THEM MEET THE NEEDS OF STUDENT WITH SEND?

- The SENDCo and Access Leaders supports class teachers in planning for students with SEND.
- The Marches has a training plan for all staff to improve teaching and learning for all student and this includes whole school training on SEND issues such as ASD, speech and language difficulties, etc.
- Access Leaders also attend training courses run by outside agencies that are relevant to the needs of specific student in their care.

## HOW WILL TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

- Class teachers plan lessons taking into account the needs of all students in their class, including those with SEND.
- Specially trained Access Leaders can help to adapt the teacher's planning further to meet the needs of individual students, if needed.
- Your child may also be part of an intervention group to target a particular area of learning i.e., phonics or handwriting.
- If appropriate, particular resources may be provided to help your child's learning i.e., reader pen, laptop, or fidget toy.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

## HOW DO WE EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR STUDENT AND YOUNG PEOPLE WITH SEND?

- All students, including students with SEND, have their progress and attainment tracked throughout the year. Currently there are three main dates throughout the year where data is collected.
- Student progress meetings are held regularly throughout the year to identify student including those with SEND that are not making expected progress and the support being put in place for these students.
- Targeted interventions are put into place for students who are not making expected progress and interventions are tracked and analysed to evaluate the impact.
- Regular meetings with staff, parents and students ensure that interventions and additional support have the desired impact on students' progress, attainment, and personal development.

## HOW ARE STUDENT AND YOUNG PEOPLE WITH SEND FACILITATED TO ENGAGE IN ACTIVITIES AVAILABLE WITH STUDENTS IN THE SCHOOL WHO DO NOT HAVE SEND?

- We ensure that all students have equal opportunities.
- All our students are encouraged to join in a large range of extra-curricular activities.
- SEND students are encouraged to participate in school trips and residentials
- We ensure that our school environment is adjusted and adapted to meet the specific needs of any individual student.

## HOW DO WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF OUR STUDENTS WITH SEND?

The wellbeing of all our students is paramount.

- Our SEND Line manager is the designated safeguard lead and works very closely with the other designated safeguard leads in school to ensure that all students are well supported in their wellbeing.
- Our PSHE curriculum supports the needs of all students including those with SEND.
- For those students with particular social and emotional needs, targeted intervention groups are made available such as “no worries”
- Our Anti-Bullying policy outlines the school’s approach to all instances of bullying. All students are taught about bullying and how to prevent it.
- Clear and consistent behaviour policy application promotes positive behaviour and is used across school and promoted during assembly time (Kindness & Diversity).

## HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

- Their progress will be formally reviewed every term by the class teacher and given a level in each of their subjects
- The Marches School uses a variety of assessments (formative and summative) to assess and monitor attainment and progress in student’s learning.
- At the end of each key stage (i.e., at the end of year 6 and year 9) all students are assessed using the Hodder (Access to Reading Test).
- Students with SEND have a Pupil Centred Plan (PCP) and Profile which will be reviewed with you each term.
- Student PCPs, Profiles and assessment data are monitored by the SENDCo each term to ensure learning approaches are appropriate and students with SEND are making progress.
- If your child has an EHCP, this will be formally reviewed with you at an Annual Review with all adults involved in your child’s education.

## HOW IS THE MARCHES ACCESSIBLE TO STUDENTS WITH SEND?

- We ensure that equipment used is accessible to all students regardless of their needs.
- After school clubs are open to all students, including those with SEND.

## HOW DO WE WORK TOGETHER WITH STUDENTS WITH SEND?

- We value the opinion of all our students and allow regular opportunities for students to discuss their learning. Students are involved in peer and self-assessing regularly and respond to marking to improve their learning.
- SEND Student Profiles are created and reviewed with the child termly.
- Students participate where possible in setting targets.

## WHAT EXPERTISE ARE AVAILABLE WITHIN OUR SCHOOL?

Access Leaders / Well-being leaders have a vast range of skills, including:

- Attachment Training – Levels 1, 2 and 3
- Supporting students with Dyslexia
- ELKLAN Trained
- Phonics Training
- Leading Good Autism Practice – Level 3
- PREVENT Training
- Keeping Children Safe – Safeguarding
- Mental Health First Aid
- Language Modifier for Examinations

## WHICH EXTERNAL AGENCIES DO WE WORK WITH?

We access a wide variety of services to support all aspects of development for SEND students, including:

- Educational Psychologist Service
- Family Support Workers
- Sensory Inclusion Service
- Mental Health practitioners (Trailblazers)
- Bee U
- School Nurse
- Shropshire Council SEND Team

## HOW DO WE WORK TOGETHER WITH YOU AS A PARENT OF A CHILD WITH SEND?

- We believe that parent/carer involvement and support is vital to the success of the education of the student, and especially those with SEND.
- At The Marches we have an open-door policy and class teachers are always available to discuss your child's progress or any concerns you may have, at a mutually convenient time.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. An appointment can be made through the school office.
- Access Leaders will share strategies that are working well in school for your child so that similar strategies can be used at home if appropriate.

We work closely with all parents to listen to their views so that we can build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

All parents are encouraged to attend Parents' Evening, as well as the 30-minute SEND meetings with the students Access Leader. During the SEND meetings your child's SEND Student profile and targets will be reviewed and updated together. Support and strategies will be discussed to support your child both at home and in school.

Students who have an EHCP will also have an annual review. The student, parents and professionals who are working with the student, will be invited to the meeting to review progress and set new challenging targets for the future.

All information from outside professionals will be discussed with you by the professional concerned, or where this is not possible, in a report.

Homework will be adjusted as appropriate to meet your child's needs.

We respect the differing needs of parents/carers such as disability or communication and linguistic barriers. The Parents/carers of students with English as an Additional Language (EAL) are also encouraged to bring an appropriate friend/relative to meetings if they wish to do so.

## SEND LOCAL AUTHORITY –LOCAL OFFER

[www.shropshire.gov.uk/the-send-local-offer/](http://www.shropshire.gov.uk/the-send-local-offer/)

Further support is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.



Contact Shropshire IASS on 01743 280019. The referral line is manned Monday to Friday, 10am till 4pm.

Email address: [iass@shcab.cabnet.org.uk](mailto:iass@shcab.cabnet.org.uk) Website: <http://www.cabshropshire.org.uk/shropshire-iass/>

## HOW WILL WE SUPPORT YOUR CHILD WHEN THEY MOVE TO ANOTHER CLASS IN OUR SCHOOL OR THEY LEAVE THE MARCHES?

We recognise that transitions can be difficult for all student and particularly student with SEND. We therefore take the following steps to ensure transition is as smooth as possible:

When your child moves to another class in our school we will:

- ensure teachers have a transition meeting or information is disseminated before your child moves class, in order to pass on information such as Student Profiles (including learning styles, outside agencies involved, particular interests)

If your child moves to another school, we will:

- contact the SENDCo at the new school and ensure they are aware of the support your child needs.
- ensure that all records about your child are passed on as soon as possible.

In Year 11 we will:

- ensure the SENDCo liaises with staff from the Post 16 placement to pass on information.
- provide focused learning activities about aspects of transition to support your child's understanding of the changes ahead.
- ensure your child has additional visits to their new Post 16 placement.

- ensure the SENDCo from the appropriate Post 16 placement is invited where possible to your child's Year 11 Annual Review.

## If you have any questions, concerns, complaints or compliments about our provision for students

1. Contact should be made with the students form tutor
2. Contact the students Head of Academic progress
3. Appointments with the SENCO Claire Tompsett Can be arranged by contacting 01691-664400 or emailing Claire.Tompsett@mar.mmat.co.uk

### The Marches School Provision Map

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Cognition and Learning</u>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiation strategies</li> <li>• Flexible teaching arrangements e.g. seating</li> <li>• Stimulating curriculum</li> <li>• Different learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Focused teaching on individual targets</li> <li>• In class Access Leader support</li> <li>• Extra 'thinking time' to organise thoughts and complete work</li> <li>• Additional reading with an adult</li> <li>• Additional use of ICT (information communication technology)</li> <li>• Visual timetables</li> <li>• Activities to develop memory skills</li> <li>• 1:1/ small group teaching for phonics</li> <li>• Individualised arrangements for examinations</li> <li>• Intervention groups e.g., Read, Write Inc</li> <li>• Individual support from Educational Psychologist recommendations</li> </ul>

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Communication and Interaction</u>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiation strategies</li> <li>• Flexible teaching arrangements e.g. seating</li> <li>• Stimulating curriculum</li> <li>• Different learning styles</li> <li>• High focus on speaking and listening activities</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Multi-sensory activities</li> <li>• Peer support to model language</li> <li>• In class Access Leader support for speech and language activities (small group or 1:1)</li> <li>• Additional use of ICT</li> <li>• Intervention groups e.g., social skills group, emotional regulation</li> <li>• Social time support in the Hub</li> <li>• Individual support from Educational Psychologist recommendations</li> </ul>

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<b><u>Social, Emotional and Mental Health</u></b>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiation strategies</li> <li>• Flexible teaching arrangements e.g., seating</li> <li>• Stimulating curriculum</li> <li>• Different learning styles</li> <li>• Whole school behaviour policy – rewards and sanctions</li> <li>• Whole school and class rules</li> <li>• Focused PSHE curriculum</li> <li>• Headteacher awards and other strategies for recognition</li> <li>• Positions of responsibility e.g., Prefects, Librarians, Form reps</li> </ul>	<ul style="list-style-type: none"> <li>• Focused teaching on individual targets</li> <li>• In class Access Leader support and reminders</li> <li>• Social time support in the Hub</li> <li>• Individualised reward systems – related to interests</li> <li>• Opportunity for independent work when appropriate in RAISE</li> <li>• Visual timetables</li> <li>• Small group circle time</li> <li>• Access to quiet ‘time out’ space</li> <li>• Social stories and comic strip activities</li> <li>• Regular contact with an access leader</li> <li>• Intervention groups e.g., No Worries, Zones of Regulation, social skills group,</li> <li>• Individual support from Educational Psychologist, BeeU.</li> </ul>

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<b><u>Sensory and Physical</u></b>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiation strategies</li> <li>• Flexible teaching arrangements e.g. seating</li> <li>• Stimulating curriculum</li> <li>• Different learning styles</li> <li>• PE curriculum</li> <li>• After school sports clubs</li> <li>• School games teams</li> </ul>	<ul style="list-style-type: none"> <li>• Focused teaching on individual targets</li> <li>• In class Access Leader support</li> <li>• Use of resources such as pencil grips, writing slopes, different paper types, larger fonts, alternative PE equipment</li> <li>• Visual timetables</li> <li>• Additional use of ICT</li> <li>• Intervention groups</li> <li>• Individual support from Sensory Inclusion service (Hearing and Vision)</li> </ul>