Marple Hall School

SEND Policy

Staff responsible for policy: Nuala Burke / Claire Gregory

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Signed by Chair of Committee: ……

Signed by Headteacher: .....

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SECTION 1: SCHOOL ARRANGEMENTS

1.1: Definition of Special Educational Needs & Disability

The Code of Practice (2014) states:

SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

'A child has Special Educational Needs if he or she has learning difficulties that call for Special Educational provision to be made.'
A child has learning difficulties if he or she:
a. Has a significantly greater difficulty in learning than the majority of children of the same age
b. Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools

Special education provision means:
For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age by maintained schools.
Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

See also Section 312, Education Act 1996

A person has a disability if he or she has a physical or mental impairment which has a substantial long-term adverse effect on his ability to carry out normal day-to-day activities.
(Equality Act 2010)

Marple Hall School will have due regard for the Special Needs Code of Practice and associated legislation when carrying out our duties towards all students with Special Educational Needs and Disabilities, and ensure that parents are notified when additional provision is being made for their child.

Marple Hall School values the abilities and achievements of all its students, and is committed to providing for each student the best possible experience of and environment for learning. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

1.2 Objectives of the School's SEND Policy:

To enable all students who have any Special Educational Need or Disability to reach their full potential, to be confident in their ability to achieve, to be included fully in the school community and to make a successful transition to adulthood.

(i) To ensure that all students have access to a broad and balanced curriculum.
(ii) To ensure the identification of all students requiring SEND provision as early as possible in their school career.
(iii) To provide a challenging curriculum adapted accordingly to the individual's needs and ability.
(iv) To ensure that SEND students take as full a part as possible in all school activities.
(v) To communicate with parents and carers about all aspects of the provision made for their children and to continue to develop this home-school partnership.
(vi) To increase the confidence of students with SEND, involving them in decisions affecting their current and future provision.

(vii) To deploy the resources of the school and Learning Support Department in as effective a way as possible.
(viii) To work in partnership with a range of agencies to ensure the highest quality provision.
(ix) To use the SEND Code of Practice as a framework for identification of and provision for students with Special Educational Needs and Disabilities.

We recognise that many students may require additional support in a variety of forms at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties and make good progress, both socially and academically.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them when parents, carers teachers and students work together. This partnership model extends to the involvement of the Local Authority's (LA) services and external providers.

1.3 Roles and Responsibilities

It is recognised at Marple Hall that all teachers are teachers of students with SEND. Teaching these students is a whole school responsibility. The first phase of supporting students with SEND is Quality First Adaptive Teaching.

Central to the work of staff with every class across each subject is the continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements.

At Marple Hall the oversight of the SEND provision is managed on a daily basis by the Learning Support Co-ordinator (SENDCO). This is monitored and supported by the Deputy Headteacher and a named Governor.

A team of staff including the SENDCO, deputy SENDCO, Resource Base Manager, Specialist teachers, 3 full-time Higher-Level Teaching Assistants and 18+ Learning Support Assistants carry out the work of the faculty.

The **Governing Body's** responsibilities to students with SEND include:

(i) Ensuring that provision of a high standard is made for SEND students
(ii) Ensuring students with medical conditions are effectively supported
(iii) Ensuring that students with SEND are fully involved in school activities
(iv) Having regard to the Code of Practice when carrying out these responsibilities
(v) Being fully involved in developing, monitoring and subsequently reviewing the SEND policy

The **School's** responsibilities include:

(i) The day-to-day management of all aspects of the school including the SEND provision
(ii) Keeping the Governing Body well-informed about SEND within the school
(iii) Maintaining close working relationship between the SENDCO and Senior Leadership Team (SLT) Link
(iv) Ensuring there are flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The **SENDCO with the support of the deputy SENDCO** will:

i. Oversee the day-to-day operation of the school's SEND policy
ii. Co-ordinate provision for children with SEND
iii. Liaise with the relevant Designated Teacher where a looked after student has SEND
iv. Advise on the graduated approach to providing SEND support
v. Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
vi. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
vii. Be a key point of contact with external agencies, especially the local authority and its support services
viii. Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
ix. Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
x. Ensure that the school keeps the records of all students with SEND up to date
xi. Involve the link governor in the regular QA cycle, e.g. learning walks

The SENDCO will organise and facilitate regular team meetings to discuss individual students, assess the success of current support and plan responses to changing needs and priorities.

All requests for support for individuals or classes should be put in writing and brought to the attention of the SENDCO.

1. 4 Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that:
'Admissions authorities **must** consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures' and '**must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs.' (CoP 1:27)

Marple Hall School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of, in the process of development. All students are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an EHC Plan educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient use of resources and education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

What the school offers can be found in the SEND section of the school's website and the Local Authority's support can be found under local offer on their website.

1.5 Any Special Needs Specialism and Special Units

All teachers at the school have a responsibility for teaching those students who have Special Educational Needs and Disabilities. There is a body of experience within the school for providing for students with literacy and numeracy difficulties as well as students with speech, language and communication difficulties, physical, sensory and medical difficulties and social, emotional and mental health difficulties. There is an increased focus on identifying and addressing the training

needs of staff to improve the quality of support we are able to offer to any student who presents with additional needs.

1.6 Special Facilities

The Learning Support department has a suite of dedicated rooms including, office facilities, two transition classrooms and room to undertake additional 1-2-1/small group support work.

The school is accessible by wheelchair and facilities include a disabled toilet and lift access in Isherwood.

The school also has a Resource Base.

SECTION 2: IDENTIFICATION, ASSESSMENT AND PROVISION

2.1 Allocation of Resources

Marple Hall School receives funding for students with SEND in these main ways:

(i) The element 1 universal budget covers teaching and curriculum expenses for *all* students
(ii) The element 2 SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required
(iii) The element 3 specific funds allocated to students with EHC plans

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

Marple Hall School follows LA guidance to ensure that all students' needs are appropriately met. The SENDCO will advise the SLT on the adequacy of resources and the Headteacher will report to the Governing Body.

2.2: Identification, Assessment and Review

2.2.1 Categories of SEND

The Code does not assume that there are hard and fast categories of Special Educational Need or Disability, but recognises that students' needs and requirements fall into four broad areas.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental health
- Sensory and/or Physical

The SENDCO is formally responsible for identifying children with Special Educational Needs, assessing their needs and progress and bringing information to the attention of other staff.

All members of the school community have a responsibility to bring to the attention of the SENDCO any student whose needs are not being met.

2.2.2 Early Identification

Early identification of students with SEND is a priority and the sources of information for identifying a child's special educational needs or disability include:

- Information from parents
- EHC plans and other records of SEND and provision from a student's previous schools
- Liaison with primary schools and attendance at review meetings during the student's Year 6

- Information provided by external agencies
- Test results e.g. SATS, CATS reading tests and in-school assessments
- Information from Maths and English faculties regarding a student's basic literacy and numeracy skills

2.2.3 Review

- The SENDCO will review the needs of students and the provision the school provides on a regular basis and at least half yearly
- Once a need is identified and provision attached to address the need, information is distributed to all staff, parents and carers
- The provision will be reviewed regularly but at least half yearly
- Students with EHC plans will have a full EHC review each year
- Parents and students are invited to and encouraged to participate in all aspects of planning SEND provision, including review meetings

2.3 Curriculum Access and Inclusion:

'Inclusive schools enable all their students to gain maximum advantage from all the opportunities which education has to offer'

The OAIP-Framework provides a backdrop to all decisions made by the school to achieve the above aim.

The SEND Code of Practice (2014) states that schools should: 'ensure decisions are informed by insights of parents and those of children and young people themselves; have high ambitions…track progress…review…promote positive outcomes' (CoP 1:25).

2.3.1 Access for Students with SEND to a balanced and broadly-based curriculum.

i. The school is designated for wheelchair users and has an accessibility plan.
ii. All students in Years 7 to 11 follow a common curriculum, based on the National Curriculum, with a common range of options at KS4.
iii. For students who transfer from primary with a significant, identified need, there is the opportunity to be placed in the school's transition groups. These groups will be taught by a primary practitioner with the full-time support of at least one LSA. Students will follow the core curriculum of the rest of the Year group but will have access to additional one to one or small group support to further develop their basic skills. These students will be reintegrated back into larger teaching groups a s their skills develop during the year.
iv. Faculties have a responsibility to ensure every student has access to a broad and balanced curriculum. Every faculty should reflect the diverse nature and need of the school's population. All schemes and individual plans should include opportunities for adaptive teaching so that all students can recognise appropriate learning outcomes and steps to progress.
v. The school's resource base follows a common curriculum with enhanced focus on key skills and life skills, preparing the students for adulthood

All faculties have a responsibility to ensure there is a range of resources appropriate for students with SEND.

Students throughout school who have an identified need may be:

- Withdrawn from class to follow an individual, closely targeted programme
- Withdrawn from class to work in a small group on shared targets
- Withdrawn from class to work on a targeted computer based individual programme.

- Supported in class
- Withdrawn from class to work in supportive small groups on a full time or part time basis
- Access alternative provisions, e.g. Pupil Referral Units, Specialist Schools

2.3.2 Integration of students with SEND within the school as a whole:

i. At Marple Hall we value all students for the unique and individual contribution they make to our community
ii. All students, on entry, are placed in a mixed ability form groups irrespective of their SEND
iii. and are thus socially integrated
iv. All students attend the same assemblies, participate in year group activities and follow a common tutorial programme
v. A wide range of extracurricular activities is available to all students. All students are encouraged and (if necessary) supported to join in any activity they choose

2.3.3 Examination Arrangements:

i. Examination access arrangements are designed to ensure access for students with certain disabilities and learning difficulties to examinations without giving them unfair advantage over other students.
ii. Consideration of whether a student qualifies for such arrangements is given in accordance with the terms of the national regulations issued by the Joint Council for Qualifications (JCQ)
iii. Responsibility for testing to support the application for access arrangements lies with the SENDCO
iv. Once access arrangements have been granted it is the SENDCO's responsibility to inform staff, parents/carers and students of the outcome and its implications.
v. It is the responsibility of the Exams Officer to process the access arrangement requests.
vi. It is the responsibility of the Exams Officer to ensure the arrangements are implemented.

2.4 Evaluation

2.4.1 Ways to evaluate the success of the school's SEND Policy

i. Measures of literacy and numeracy evidence an increase in levels over a given period of time.
ii. Students demonstrate increased confidence in their ability to achieve
iii. Consideration of each student's success in meeting targets.
iv. Analysis of student tracking data and test results for individual students and for whole cohorts.
v. There is evidence of improved standards of behaviour as individual students are given a reduced number of sanctions and positive means of reward, e.g. Spirit points and achievement badges are more frequently received.
vi. Evidence of achievement of Learning Support, faculty and whole school targets.
vii. Parent and Student voice surveys report positive outcomes.
viii. Evidence via whole school monitoring of staff effectively meeting the needs of all students.

2.5 Complaints Procedure

The school's complaints procedure is outlined in the school prospectus and policy. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

SECTION 3: PARTNERSHIPS WITHIN AND BEYOND THE SCHOOL

3.1 Staff Development and Performance Management

i. The SENDCO attends regular and relevant training to ensure knowledge of current

developments

ii. The school's INSET programme reflects the fact that all teachers are teachers of SEND.

iii. LSAs are given CPD to ensure they have the necessary skills and expertise to fulfil their roles effectively

iv. All new staff to attend an induction programme; as part of this process the SENDCO / Deputy SENDCO will discuss policy and practice for students with additional needs.

3.2 Links with other agencies, organisations and support services

i. The school recognises the important contribution that external support services make in assisting to identify, assess and provide for students with SEND.

ii. When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

- School Nurse
- Educational psychologists
- Medical officers
- Specialist Schools
- Speech and Language therapists
- Physiotherapists
- Occupational Therapists
- Hearing Impairment services
- Visual Impairment services
- Traveller Education
- CAMHS
- Stockport Autism Team
- Stockport Inclusion Team
- Stockport Family
- EHCP Social Worker at the MASSH

iii. In addition, important links are in place with the following organisations:

- Education and Careers Advice Service
- The LA
- Children and Families Services
- Other groups or organisations e.g. The Community Service volunteers
- Information, Advice and Support Service (IASS)

3.3 Partnership with Parents

i. Marple Hall School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

ii. Schools **'must** have regard to the views, wishes and feelings of the child…and parents; the importance of the child…and parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions; the need to support the child…parents, in order to facilitate the development of the child…' (CoP 1:1)

3.4 The Voice of the Child

i. Marple Hall School shows sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school.

ii. At Marple Hall we believe that, whenever possible, all children should be involved in making decisions that directly affect the provision they receive. The school adheres to the Code of

Practice's principles in involving the students with SEND in decisions regarding their provision.

iii. At Marple Hall we encourage students to participate in their learning through a varied curriculum and positive opportunities to develop skills beyond the classroom.

3.5 Links with Other Schools and Transfer Arrangements

i. Marple Hall School has a comprehensive Primary / Secondary liaison programme which facilitates the smooth transition between feeder and non-feeder schools and Marple Hall. This process has developed strong links with a wide range of primary schools.
ii. The SENDCO and the Learning Support department play an active role in all aspects of the transition programme: attending reviews, being part of taster day activities, organising additional visits for vulnerable students and meeting with parents or carers. During these activities, students will be assessed and information collected to share with and inform staff at Marple Hall to enable a continuity of provision.
iii. At Post-16, we work with Stockport Family and the Education and Careers Advice Service and receiving schools and colleges to ensure a transfer of information, so that students will access appropriate courses and appropriate support for their Post-16 course.
iv. Transition to adulthood will be built into EHC plan reviews. The Education & Careers Advice Worker is invited to and actively participates in all post-14 EHC plan reviews.
v. The school will work with students in developing 'high aspirations about employment, independent living and community participation…through the curriculum and extra-curricular provision.' (CoP 8:9)
vi. Students who are in-year admissions will initially be assessed and placed in a form group by their Head of Year. However, once on site the student may spend time in Learning Support where any necessary assessments will take place. This information will be shared with teaching staff to inform faculty placement and if appropriate, will advise on strategies to assist the students' learning.

3.6 Review

The SEND policy is reviewed by staff and governors annually.