



The purpose of the SEN information report is to inform parents and carers about the way in which we support and make provision for students who have special educational needs at Marling School.

Special Educational Needs at Marling School

What is a special educational need?

A child or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child 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 mainstream schools.

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools (SEND Regulations 2014).

What type of special educational needs do students at Marling have?

Marling School provides support for students with a wide range of Special Educational Needs and Disabilities (SEND) including those with;

- Communication and interaction needs: this includes students who have speech language and communication difficulties and autistic spectrum conditions.
- Cognition and learning needs: this includes students who have specific learning difficulties e.g. dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health needs: this includes students who have anxiety or ADHD
- Sensory and/or physical needs: this includes students who have visual or hearing needs or a physical disability that affects their learning.

The Special Educational Needs Team at Marling and the other bodies we work with

The team and our expertise

We are a small but dedicated team who work closely with subject teachers and the pastoral team to ensure all students are able to achieve their potential. You can contact any member of the team by email or by phoning the main school telephone number.

SENCO Louise Leggett (LXL@marling.school)

Senior Leader with responsibility for SEND – Jane Dale (JD@marling.school)

Teaching Assistant - Vanessa Buswell (VKB@marling.school)

Teaching Assistant – Keri Day (KLD@marling.school)

Teaching Assistant - Siobhan Taylor (SCT@marling.school)

Teaching Assistant – Louise Turner (LMT@marling.school)

The SENCO has completed the National Award for Special Educational Needs Coordination, and has experience supporting SEN students in the capacity of both a Teaching Assistant and Teacher. Teaching Assistants regularly attend training courses and take part in professional development activities which most recently have included strategies for improving reading and spelling for students with dyslexia, handwriting, mental health and autism.

Ensuring the progress of students with SEN involves all teaching, pastoral and support staff. All staff are aware of the different categories of SEN and receive advice on how to support students in the classroom. New members of staff are trained on SEN as part of their induction programme and teachers receive updates on developments in SEN through the school's INSET training programme. Most recently, teachers were given specific training on autism and exam access arrangements.

Who to contact when

If you are concerned that your son/daughter is not making expected progress then please contact your son's/daughter's subject teacher in the first instance. If you have concerns that they may have a special educational need then contact the SENCO. If your son/daughter is on Marling's additional educational needs register then please contact your son's/daughter's key worker.

Working with other services

The school works closely with Gloucestershire Education Authority and this is particularly the case where students have a statutory Education and Health Care Plan. Through the Local Authority we also access other services to meet student's specific needs such as visits from the Hearing Impairment Team.

Where a student is not making expected progress and support and provision provided by the school has not been successful, then we will seek input from specialist professional services such as the Educational Psychology and Occupational Therapy teams. We can also access services such as the Children and Young People's Service (CYPS) and the Youth Support Team to meet student's associated health and social care needs. The type of external assessment and support sought will be driven by the student's individual needs and undertaken in full consultation with parents.

Children in care

In addition to the provision set out in this report the welfare and progress of the student will also be monitored and supported by our Designated Safeguarding Lead, Mr Rob Reid.

The process for identifying children and young people with SEN and assessing their needs

Before students join Marling in Year 7 information regarding students who have already been identified as having SEN is gathered via visits by the Head of Year 7 and Head of Key Stage 3 to all feeder Primary Schools. This information is then passed onto the SENCO who seeks further information where necessary from the schools or from parents. When students join Marling Sixth Form in Year 12 students are asked to provide information regarding any special educational needs on their application forms, and this information is then passed onto the SENCO who gathers further information from schools and parents as necessary.

In addition the following processes are used to identify and assess the needs of students who may have SEN:

- All Year 7 students are assessed in reading and spelling within the first few weeks of term.
- All Year 7 students are assessed using the Cognitive Ability Tests (CATS).
- Referrals from subject teachers and other staff following observations in the classroom or tracking data.
- Specialist assessments where appropriate.

How we teach students with SEN and provide support to access the curriculum

At Marling all students including those with SEN have access to the same broad and balanced curriculum and as such all students are taught together in mainstream classes. We are ambitious for our students and we provide a vibrant academic environment that provides pace, challenge and support. Staff have the same ambitions for, and high expectations of, all our students including those with SEN.

Where a student requires educational provision that is additional to or different from that made generally for other students, then they will be placed on Marling's Additional Educational Needs (AEN) register. An AEN plan will be written giving brief details of the student's difficulties along with strategies that will help the student to learn. All teachers will have a copy of this plan and will differentiate and adapt their lessons accordingly.

Where a student has an Education and Health Care Plan they may also be supported in class by a Teaching Assistant.

Teaching Assistants support the library literacy lessons in Years 7 – 9 and withdraw some students during this time for extra help with spelling, handwriting and other literacy needs.

All students but particularly those with SEN can drop into the AEN room at break or lunch for help with academic work or for support with other learning related issues. There will always be a Teaching Assistant there at these times and students looking for somewhere quiet to sit are welcome to eat and relax here.

How we involve students and parents in planning and reviewing support

The decision to place a student on the AEN register is always discussed with the student and parents first. Students and parents input is sought when writing AEN plans via a meeting, telephone call or email.

All students who are on the AEN register and have a My Plan are assigned a key worker who will be a Teaching Assistant. The key worker meets with the student once a term providing regular opportunities for the student to discuss their progress and support. Parents are notified of their child's key worker and are encouraged to contact them directly or the SENCO with any queries.

AEN plans are reviewed as part of the whole school review process of tutor intervention meetings. These take place when tracking reports are published and involve the student, their tutor and the student's key worker. Parents are informed that a review is taking place and their views and comments are taken into consideration if changes are made to a plan.

Where a student has an Education and Health Care Plan parents and the student will attend an annual review meeting to discuss progress towards outcomes and the support needed going forward.

As well as these opportunities students and parents are able to request a meeting with the SENCO or other staff member at any time. The SENCO attends all parents' evenings and is available to meet during these evenings on a drop in or appointment basis.

How we support students to engage with activities outside of the classroom

All our students including those with SEN are actively encouraged to participate in our range of extra-curricular and enrichment activities. Each student's individual needs are considered and teaching assistant support is available to help students attend and participate in activities where necessary.

In advance of any outing, trip or special event, consideration is given to any reasonable adjustments and support which may be required. Provision is then made to ensure that students have access to the same opportunities and experiences, and this has included teaching assistants accompanying students on trips abroad.

How we support student's emotional and social development

At Marling students' emotional and social wellbeing is as important to us as their academic achievement and we recognise that students with SEN can face additional challenges. We therefore work in a close and respectful partnership with students taking full account of their views. Students are always consulted on how they would like support to be provided and we work hard to ensure that we are sensitive to a student's needs and concerns.

Where students have communication and interaction needs we run social skills groups. There is also provision at break and lunch time in our AEN room for students to interact with peers in a supervised and calm setting. Termly key worker review meetings for students on the AEN register involve a holistic discussion about how the student feels they getting on in school. The key worker remains consistent throughout the student's time at school wherever possible, and they take a proactive interest in the student liaising with both the student and staff to ensure their academic progress as well as their emotional and social wellbeing. Where issues are raised this is passed onto the SENCO, Head of Year or parents where appropriate so that measures can be taken to support the student.

As part of the school curriculum emotional and social development is addressed through timetabled Life Skills lessons which cover topics of citizenship and personal, health and social education. Weekly assemblies delivered by Heads of Year and Senior Leaders reflect social, emotional, moral and cultural aspects of learning and students' lives.

Emotional and social support is offered through the whole school pastoral system. All students have a form group and their form tutor will in most cases remain with them as they progress up the school. Tutors work with the Head of Year and Head of Key Stage to monitor and support students' emotional and social development. We have two non-teaching Pastoral Support Workers for Years 7 – 11 and one for Years 12 – 13. Pastoral Support Workers meet with students and provide the opportunity for students to discuss any difficulties they are having ranging from study skills to personal issues. Where appropriate counselling is also arranged with an external professional and referrals are made to Children and Young Peoples Services (CYPS) where higher levels of support and expertise are required. Our school nurse is in school regularly and students can drop in to discuss health related issues. Our Designated Safeguarding Lead is also involved in supporting students who are considered vulnerable or at risk.

Prevention of bullying

Marling School regards any bullying as unacceptable and believes that all members of the community have the right to learn and work in a safe, secure and supported environment where they feel free from bullying. The principles of tolerance and understanding and respect for others are central to our work. As we prepare children for adult life we aim to increase confidence, self-respect, regard for others and a sense of responsibility.

The school seeks to prevent bullying by educating students as to the types and signs of bullying, its consequences and how we can all respond to it. This happens via assemblies and Life Skills lessons and tutor periods where students have the opportunity to discuss the issues. There are clear procedures for responding to bullying incidents which all staff are aware of to ensure consistency and fairness. Please see our Anti-bullying policy which can be found in the policies section of our website for more information on how Marling prevents and responds to bullying.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

Joining Marling in Year 7

At Marling we understand that transition to secondary school is a big step for children. We begin working with students in Year 6 to ensure that they are fully prepared and know what to expect in order to minimise any anxiety they may feel. The Head of Year 7 and Head of Key Stage 3 visits all feeder primary schools. Staff meet with all students and their Year 6 teachers to gain as much information as possible about the students, including any SEND information.

Where a student is identified as having a special educational need the following support will also be available as appropriate. This may include additional visits to the primary school from the SENCO or another member of the SEN team to meet with primary school staff to understand the student's needs, observe the student in lessons, and meet with the student and their parent/carer. All Year 6 students who will be joining Marling are invited in for a transition day in the summer term where they spend the day in their new tutor group and take part in activities to help them prepare for September. Where appropriate additional transition visits and support is arranged.

For students with an Education and Health Care Plan the SENCO attends the Year 5 and Year 6 annual review meetings to plan transition to Secondary School.

Joining Marling in Year 12 and existing students

All students will meet with a member of the sixth form team to discuss their subject choices. Students with SEN can discuss their support needs and this information will be passed onto the SENCO. The SENCO will then liaise with schools as appropriate. All students attend a two day induction in the summer term and further transition work will be undertaken as necessary. Parents are welcome to meet the SENCO to discuss their child's needs and the SENCO attends information evenings to answer any queries.

Leaving Marling and preparation for adulthood

From Year 8 onwards students follow a comprehensive programme of careers guidance and advice. This includes careers talks, interviews and a visit to a University. Details of the full programme of activities can be found on our website or by contacting Mr Sean Bailey, Head of Key Stage 4.

Students with an EHCP will be further supported in their annual reviews in Year 9 by a member of the Gloucestershire Youth Support Service who will be able to advise on preparing for adulthood.

How we evaluate the effectiveness of our provision

The effectiveness of support in enabling students to make academic progress is evaluated as part of the whole school tracking and reporting process. When tracking is released this is reviewed during tutor intervention meetings. The impact of support strategies is assessed in discussion with the student taking into account teacher comments. Changes are made if necessary. Effectiveness is also evaluated by analysing GCSE and A Level results. In addition the SEN team meet regularly to discuss all areas of a student's progress and development. The extent to which we are meeting a student's social and emotional needs is considered here. Where gaps in provision are identified or where we identify that improvements can be made this is incorporated into our department planning.

Students with an EHCP have an annual review meeting once a year where all parties involved with the child come together to evaluate the impact of provision in helping the student to meet their outcomes. This discussion then informs future support and provision planning.

Where students are taking part in an intervention for example to improve spelling, baseline data is gathered and recorded using standardised scores. Students are assessed again at the end of the intervention. The impact of each intervention is reviewed annually.

There is an annual report to Governors produced by the Link Governor for special educational needs. The effectiveness of provision is carefully monitored and evaluated by Governors along with the Senior Leadership Team.

What to do if you have a complaint

In the first instance contact the SENCO, Miss Louise Leggett who will endeavour to resolve your problem. If you are not satisfied, then please contact the Assistant Head with responsibility for SEN, Mrs Jane Dale if the student is in Year 7-11 and Mr Stephen Farr, the Head of Sixth Form, if the student is in Year 12-13.

If your complaint is not resolved, please see the complaints procedure which can be found in the policies section of our website.

Further information

The school's SEN policy can be found in the policies section of the Marling School website.

Our contribution to Gloucestershire Local Authority's Local Offer can be found through their website <http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>.