



Special Educational Needs and Disabilities Policy

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Introduction

The policy has been written in accordance with the Department for Education Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

The aims of this policy are as follows:

- to promote good practice in the detection and management of special educational needs and disabilities (SEND);
- to explain the support the school can provide for children who have learning difficulties and disabilities and the co-operation needed from parents and carers;
- to actively promote the well-being of pupils.
- to provide support and advice for all staff working with special educational needs students

Definition of terms

SEND – Special Educational Needs & Disabilities

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

Learning Difficulty

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.

English as an Additional Language (EAL)

EAL is not the same as having a SEND. Depending on their level of proficiency in English, multilingual children who are learning EAL may face linguistic challenges and may need targeted language support, devised by EAL specialists, to help them learn both the language and all their subjects in English. There are, however, significant numbers of multilingual children who do have SEND. For those children to thrive and reach their potential it is vital that they are identified as early as possible, so they can receive targeted and integrated support that addresses both their linguistic challenges, and their special learning needs.

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 Code of Practice 2014).

SENCO

Special Educational Needs Co-ordinator.

Scope and Application

This policy applies to Marling School.

Regulatory Framework

This policy, which applies to the whole school, complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years and has been written with reference to the following guidance and documents:

- Education and Skills Act 2008
- Children Act 1989
- Children and Families Act 2014
- Equality Act 2010

- Technical guidance for Schools in England (Amended July 2024)
- SEND Code of Practice 0-25 years June 2014 (Updated September 2024)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014 (Updated August 2017)
- Safeguarding and Child Protection Policy
- Teachers Standards 2011 (Updated December 2021)

The following school policies, procedures and resource materials are relevant to this policy:

- Single Equality Policy
- Safeguarding and Child Protection Policy
- Anti-bullying and Hate Policy

Publication and Availability

This policy is published on the school website.

This policy is available in hard copy on request.

Information about ownership and review dates can be found at the start and end of this document.

Marling School's approach to special educational needs and disabilities

Every teacher at Marling School is a teacher of a young person including those with SEND. As such, provision for students with SEND is a matter for the school as a whole, The School Development Board, Principal, Special Educational Needs Coordinator (SENCO) and all other members of staff have specific responsibilities to these students.

Marling School values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. All staff have a responsibility to ensure that every student, including those with SEND, will flourish and achieve their true potential academically and socially alongside that of their peers regardless of SEND need. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All students with SEND are valued, respected and equal members of the school.

We have the same high expectations of all students including those with SEND. We believe that whilst some students will face additional challenges, all need to develop resilience and independence in order to fulfil their potential. Students with SEND are supported to access Marling School's academic and wider curriculum alongside their peers.

Marling objectives:

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEND.
- To ensure students with SEND have high aspirations and maximise their achievements.
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in conjunction with parents to enable them to make an active contribution towards the education of their child.
- To ensure that students are empowered to take an active part in decision making.

Roles and Responsibilities:

The Principal:

- Will ensure that the Special Educational Needs and Disabilities Code of Practice 2014 is followed and that this policy is implemented.

The SENCO:

- Is responsible to the Principal or assigned member of the SLT and should report at least once each term to him/her.
- Will oversee the day-to-day operation of SEND in the school.
- Will liaise with the relevant Designated Teacher where a looked after pupil has SEND.
- Will advise on the graduated pathway and be responsible for the assessment, planning, intervention and evaluation of progress of students with SEND.
- Will ensure that they keep up to date with national and local policy and practice to lead and implement effective SEND provision.
- Will assess, apply for and implement Access Arrangements for public examinations.
- Will inform staff about the needs of students, suggest strategies for the classroom and evaluate intervention.
- Will ensure that appropriate Pupil Support Plans and provision mapping is in place and effectively implemented.
- Will liaise with staff, students, parents, outside agencies and other education professionals and providers.
- Will advise and support other staff within the school and arrange appropriate training for staff.
- Will undertake any other appropriate duties in accordance with the Code of Practice.

The SENCo should, in the first instance, be contacted about all SEND matters. The SENCo is a Qualified Teacher and holds the NASENCo award and is managed by the Principal or Vice Principal (from September 2024 newly appointed SENCo's must now hold or obtain an NPQ in SEND). The school will continue to appoint additional staff to SEND posts with appropriate qualifications and provide continuing professional development to ensure that their qualifications remain appropriate for these posts. The Principal has overall responsibility for all matters which are the subject of this policy.

The nominated SEND Governor:

- Will monitor the implementation of the provision and report back to Governors at least annually.

Classroom Teachers/Tutors:

- Will contribute to the identification, assessment, provision and review of progress of students with SEND.
- Will be aware of all students with SEND in their classes and their learning needs.
- Will use teaching and learning strategies that are appropriate to students' needs.
- Will use the school's tracking and monitoring system to assist with appropriate programmes of study.
- Will direct the work of Learning Support Assistants to ensure students make progress.

Learning Support Assistants:

- Will support students according to their needs and will help classroom teachers differentiate work where appropriate.
- Will contribute to the monitoring of both the academic progress and emotional and social well-being of students.

The Role Played by Parents of Students with SEND:

In accordance with the SEND Code of Practice 2014, Marling School believes that all parents/carers of students with SEND should be treated as equal partners. The school recognises that parents/carers have a unique overview of their child's needs and as such have a vital role to play in decision making.

Parents are encouraged to:

- Attend parents' evenings, SEND meetings and other school information events.
- Let staff know of any concerns regarding their child's academic progress or social, emotional or mental wellbeing.
- Feel empowered to contribute to their child's progress.
- Have high expectations of their child and encourage them to work hard at school and at home.
- There is a collaborative approach to creating a personalised SEND plan for all students according to their needs and the review involves all stakeholders.
- Parents/carers are asked to provide the school with a copy of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere within the last 12 months. Confidential information of this kind will only be shared within the school on a "need to know basis"

Admission Arrangements:

Marling School is a selective grammar school but in all other respects strives to be a fully inclusive school.

The Principal is responsible for the admission arrangements (see Admissions Policy). The school acknowledges in full its responsibility to admit students with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

Where a student meets the required academic standard, they will be supported to access the curriculum and to succeed.

Resources:

The school is in receipt of a Notional SEND Budget which is allocated to all students with SEND. Top up funding may be available for students with an EHCP.

Definition of Special Educational Needs

Students have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.

A young person has a learning difficulty or disability of he/she :

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

(DfE (2015) Special Educational Needs and Disability Code of Practice: 0 to 25 years, pp. 15-16)

A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language

will be provided with appropriate support. Please see the school's English as an additional language policy.

A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

Categories of Need

Student need can be broken down into 4 broad categories of need and these give an overview of the range of needs that should be planned for. These are:

- Communication and Interaction for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties.
- Cognition and Learning for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs for example, visual impairments, hearing impairments, epilepsy

The support which students receive is determined by the area and level of need.

Gloucestershire's Joint Strategy for Children and Young People with Additional Needs, including Special Educational Needs & Disabilities states: *All children can have additional needs at some time in their lives and may need support for a short period of time, or for longer... The most effective support will be that which builds on their strengths and enables them to become as independent as possible.*

Identification

The purpose of identification is to ensure appropriate action is taken and not to fit the student into a category. We, at Marling School identify the needs of learners by considering the whole child which will not include just the special educational needs of the child.

Special Educational Provision may be triggered by teaching staff when students fail to achieve adequate progress, despite having had access to a differentiated teaching and programmes of study. A SEND concern form may be raised to look at the presenting difficulties of a student and this will be closely monitored in conjunction with parent/carer and student input to ensure all views are taken into account.

Non-SEND concerns

What is not considered as SEND but may impact on progress and attainment

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality Legislation - these alone do not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- E.A.L
- Pupil Premium
- Looked After Children
- Being a child of a serviceman/woman

Behaviour itself is not considered a special educational need but instead should be considered as an underlying response to a need which we will endeavour to recognise and identify.

Assessment, Planning, Provision and Review

Marling School follows national and local guidance and uses a graduated approach to assessment, planning, provision and review. Where students are not making expected progress then each successive cycle will draw on more detailed approaches, more frequent review and more specialist expertise in order to match interventions to the needs of the student.

A Graduated response to SEND Support

Wave 1 Universal: Curriculum Support/Quality First Teaching

All teachers are teachers of SEND All teachers will provide stimulating and engaging lessons that are accessible to all learners and differentiated for all levels to provide appropriate challenge. High quality teaching, differentiated for individual students, is the first step in responding to students who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Learning Support Plans may be used in the first instance by staff for students with an identified SEND need to support quality first teaching. Teaching Staff will:

- Devise strategies and identify appropriate differentiated methods of access to the curriculum
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes into account a wide range of abilities in every classroom considering the interests and aptitude of the learners in their classroom
- Ensure they are aware of, and are utilising, student profiles
- Monitor progress of students with SEND against agreed targets and objectives
- Be fully aware of the school policies surrounding SEND
- Raise individual concerns through the use of a SEND Concern form

Wave 2 Targeted My plan and My Plan+: Interventions and additional support

Criteria for Wave 2 may include:

- Low literacy and/or numeracy scores
- Low levels in KS2 SATS
- Teacher observations showing that additional support is needed

- Concerns from staff or parents/carers

This forms part of an Assess, Plan, Do, Review process where data and observations are gathered together including parent/carer views; a detailed Learning Support Plan is put together to try and close the gap between that of a student and their peers; interventions may be put in place to support; these are then reviewed to check progression. Interventions may then include:

- Additional learning programmes such as literacy or numeracy in a small group
- Smaller group sessions in a range of skills that need support
- Appropriate teaching groups/sets
- Group support on a regular basis

Wave 3 Specialist My Plan+ and EHCP: External agencies SEND Support

Where a student fails to make adequate progress, despite additional provision at Wave 2, the school may then consult with external support services; timetables may be more individualised; specific learning and social groups may be embedded; specialist assessments may be sought; specialist materials and strategies may be used; short term support and training for staff may be given.

Should the above strategies identify that there is a significant cause for concern relating to a student, additional funding may be sought or the school and/or the parent/carer may then decide to request that the Local Authority undertakes a Statutory Assessment of Need which may result in an Education Health and care plan (EHCP) being issued.

The SEND team is responsible, on a daily basis, for providing support and mentoring if needed. The process of target setting, monitoring and reviewing remains the same as per Wave 2 and all staff are still fully involved.

Assessment and identification

When identifying students' needs, it is important to get a holistic picture of need by collating a range of information. Before students join Marling School we are proactive in reaching out to families and primary schools to ensure smooth and successful transitions. Prior to Year 7 information is gathered regarding students who have already been identified as having SEND via visits by pastoral or senior staff 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 and who will then make any additional appropriate transition arrangements. When students join Marling Sixth Form in Year 12 students are asked to provide information regarding any special educational needs on their application form 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 SEND:

- All Year 7 students are assessed in reading and spelling within the first terms of school.
- All Year 7 students are assessed using the Cognitive Ability Tests (CATS).
- Referrals from subject teachers and other staff following observations in the classroom.
- Tracking data.
- Specialist assessments where appropriate.
- Book/work scrutiny
- Observations of the student
- Gathering teacher views

Parents/carers/student referrals can be made by contacting the student's form tutor or by making direct contact with the SENCO.

Planning and provision

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 SEND register. Learning Support plans will be written in collaboration with students, parents/carers and staff to ensure they represent the needs of the student as a whole. The support plans will be shared with parents. This sheet will include access arrangements; teaching strategies; motivations; additional provision to be included and triggers for behaviours. These sheets will then be given to all staff to ensure that they meet the needs of students with SEND.

Heads of Learning Communities oversee the creation and review of SEND Support Plans for students with SEMH (Special Education with Mental Health) needs in consultation with the SENCo. The SENCo oversees all other SEND Support Plans and Reviews. Some students with significant physical/medical needs will also have an Individual Health Plan (IHCP) – Medical plan.

The majority of students will continue to make progress with differentiated teaching from their subject teachers. A small number of students (usually those with a statutory Education and Health Care Plan) may have additional in class support from a Teaching Assistant to help them access the lesson.

Review and monitoring

Progress is monitored as part of the whole school tracking and review process. When a review is taking place, parents/carers are informed, and their views and comments are sought. Following the review, support and provision is amended as necessary.

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

Access to the Curriculum

All students have the entitlement to a broad, balanced and relevant curriculum. All students with SEND are taught with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their age. Where educational visits are undertaken, provision will be provided to ensure all students have access to the opportunity.

Some students may be withdrawn from some lessons for 1:1 or small group work sessions. The withdrawal of students will be kept to an absolute minimum in accordance with the inclusive ethos of the school.

Personal Development

At Marling, we place great importance on a holistic approach to educating SEND students. We believe that success goes beyond academics, encompassing personal growth, social skills, and life skills essential for independence. We aim to nurture each student's unique strengths, build their confidence, and empower them to overcome challenges. By fostering resilience, self-advocacy, and a positive sense of identity, we prepare our students not only to achieve academically but to thrive as confident, independent adults in their future communities and workplaces.

Criteria for exiting the SEND register

All students at the school are supported to achieve their true potential in every lesson and in every aspect of their schooling. Where students start to make expected progress and intervention strategies are not deemed necessary then consideration will be given to removing the student from the SEND register. This decision will be taken in consultation with teachers, teaching assistants, parents/carers and students. In some cases, it may be that a student is no longer in need of additional SEND support. In cases such as this we would:

- Look at why a student was placed on the SEND register in the first place and consider if that need is still there.
- Have every confidence that a student will be able to achieve their identified outcomes as a result of Quality First Teaching.

Monitoring and Evaluating the Success of the Education Provided for Students with SEND

The school, including the School Development Board, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs the following methods to gather data for analysis:

- Regular observation of students' learning environment.
- Analysis of the attainment and achievement of students with SEND including tracking data and formal exams.
- Post 16 and 18 destinations of students with SEND.
- The views of students and parents.
- Students' social, emotional and mental well-being.
- Regular monitoring by the School Development Board /SEND Governor.
- Feedback from subject teachers, subject leaders, and pastoral leaders.

Exam Access Arrangements

Some students with Special Educational Needs and Disabilities may be eligible for reasonable adjustments in order to successfully access GCSE and A-Level exams, this is known as access arrangements. Being on the SEND register does not automatically qualify a student for exam access arrangements.

We adhere to the Joint Council for Qualifications (JCQ) regulations and guidance for access arrangements and reasonable adjustment. Individual exam access arrangements will be discussed with parents/carers and the student during years 9/10 for GCSE exams and during year 12 for A-Levels, including additional assessment of needs if necessary.

Except for rare and exceptional circumstances, we cannot assess students for extra time access arrangements in the year in which they are taking their exams i.e. Y11/13. We must have a clear history/picture of need and normal way of working in place prior to completing a formal assessment.

Private assessments carried out without consultation with the school cannot be used to apply for exam access arrangements.

If exam access arrangements are identified as an appropriate reasonable adjustment, these arrangements will be replicated as closely as possible in all school tests and assessments such as end of year exams.

Arrangements for Dealing with Complaints from Parents

In the first instance contact the SENCO. If you are not satisfied, then contact the Vice Principal with responsibility for SEND. If your complaint is not resolved, please see the complaints policy which can be found in the policies section of our website.

Links with Other Schools, Teachers and Facilities

Marling will liaise with feeder and successor schools concerning students with SEND.

The SENCO will liaise with a variety of Outside Agencies including the Advisory Teaching Service, the Educational Psychology Service and departments of the National Health Service.

Review:

- This policy will be reviewed annually and agreed by the Governing Body.
- The Principal, will undertake systematic monitoring and conduct regular reviews of the SEND policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the School Development Board informed.
- The SEND Governor will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness and report to the School Development Board.