



MARSHLAND HIGH SCHOOL

# Special Educational Needs & Disability (SEN-D) Policy

**Person Responsible:** Mr C Jansen

**Approved by:** Local Governing Body

**Last reviewed on:** January 2022

**Next review due by:** January 2023

## **Introduction**

Marshland High School is a mixed, all-ability school catering for the needs of pupils aged between 11-16 years. Within the pupil population, we recognise that there are pupils identified as having particular needs related to their learning. In addition, the school is committed to identifying and removing barriers to learning which may emanate from factors related to:

- cognition and learning,
- communication and interaction,
- social, emotional and mental health,
- sensory and/or physical difficulties.

Marshland High School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum. This policy should be read in conjunction with Marshland's Behaviour Policy, Curriculum Policy, Accessibility Plan, Pupils with Medical Conditions Policy, SEND Information Report and West Norfolk Academies Trust Equality & Diversity Policy.

## **Objectives of the Provision at the School**

The aim of Marshland High School is to attain maximum achievement for every individual in an inclusive and appropriate educational environment. We will work in partnership with pupils and parents to ensure that individuals reach their full potential. We believe that both academic and social development, including personal attitudes and values, are important. These essential factors will help our pupils to meet the wider demands of the world of work and adulthood. In particular, we aim to:

- enable every student to experience success
- promote individual confidence and a positive attitude
- ensure that all students, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give students with SEN-D equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review student progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN-D is implemented and maintained.

## **Facilities and Access**

Ramps are an integral part of the build and there is access to toilets for people with disabilities. The School prides itself on providing access to a full entitlement curriculum for all its pupils in preparation for life in the 21st Century.

Staff are well versed in teaching and supporting pupils with learning difficulties and disabilities; we are committed to continuing professional development in order to develop expertise. The school works closely with any external agencies to identify and provide appropriate support to students. A few examples of partnerships include:

- Educational Psychology Support Service
- Child and Adolescent Mental Health Service
- Virtual School Sensory Support
- Community Paediatricians

### **Identification and Review**

The needs of some pupils are initially identified as they enter school in their Education, Health and Care Plan, or at SEN Support in line with the Code of Practice 2015. Some pupils will have their needs identified after admission to Marshland High School and there will be a graduated response to meeting and reviewing their needs and any appropriate provision. Needs are further assessed by subject teachers and Achievement and Progress Support Assistants (APSAs) or Learning Mentors. Form Tutors, Pastoral Managers and Key Stage staff form part of the support team which ensures academic and personal achievement. Pupils with an identified Special Educational Need have a 'Learning Profile', reviewed termly. The School's Special Educational Needs and Disability Coordinator (SENDCO) ensures that regular monitoring of student need and progress takes a pupil-centred approach.

### **Access to the Curriculum**

The school ensures that pupils access a broad and balanced curriculum based on the National Curriculum, which is appropriately scaffolded to meet individual needs. Tutor time interventions provide additional individual learning opportunities including literacy support focusing on reading improvement programmes.

### **Roles and Responsibilities**

Provision for children with SEN-D is the responsibility for the school as a whole. It is each teacher's responsibility to provide for students with SEN-D in their classroom, and to be aware that these needs may be present in different learning situations.

The Local Governing Body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for students with SEN-D. It maintains a general overview and has an appointed representative SEN-D Governor, who takes particular interest in this aspect of the school.

The School's SENDCO is responsible for the development and day-to-day implementation of this policy, and for co-ordinating specific provision to support individual pupils with Special Educational Needs. The SENDCO provides professional guidance to colleagues and works closely with staff, parents and other agencies to ensure that pupils receive appropriate support and high quality teaching.

The SENDCO works with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The School sees the close partnership between staff, Governors and families as vital to the success in meeting the needs of our pupils. Parents and carers are invited to Annual Reviews and Parents Meetings, academic mentoring sessions and numerous school events, including specific SEN-D Open Houses with the SENDCo.

### **Links with other schools and transition arrangements**

Prior to admission, the School liaises closely with other professionals who have had recent links with the pupil. Attendance at Annual Reviews and link staff at Primary schools assist the smooth transition from primary to secondary education. Links with parents & carers of students thought to be at risk on transition are a vital part of the move to secondary school. Each pupil is discussed with primary colleagues. This key information ensures the necessary continuity for a smooth transition. In addition, this process also highlights where pupils may have dual exceptionalities in addition to their SEN-D such as a special gift or talent.

Smooth transition onwards to post 16 facilities is also vital in ensuring the next stages of education are accessible for our SEN-D students. The SENDCO will arrange support meetings as necessary.

### **Complaints Procedure**

Parental complaints or expressions of concern are dealt with by the Head Teacher in consultation with the staff at the School. It is only after this process has been explored and an impasse has been reached that the full complaints procedure is implemented. Further details are available from the School.