

**Marshland High School**



**Special Educational Needs and  
Disability Information Report**

**Special Education Needs and Disability  
(SEND) Policy**

**2016-2017**

**Part of the Norfolk Local Offer for  
Learners with SEND**

**Approved February 2017**

## **Introduction:**

Welcome to our guide to Special Educational Needs and Disability at Marshland High School. This is our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (Click here for [Norfolk Local Offer](#)).

As required by the SEND Code of Practice June 2014 (Click here for [SEN Code of Practice 2014](#)) the governing body of Marshland High School have a legal duty to publish this information on the School's website. The information published will be reviewed and updated annually, information that changes throughout the academic year will be updated as soon as possible.

At Marshland High School we are committed to working together with parents/carers, pupils, governors and school staff and their views have been sought in regard to this report. We continue to welcome feedback in regards to our Information Report (Please see pages 9-10 for details).

The best people to contact this year at Marshland High School regarding SEND are:

SENDCO: Miss R Curtis

Headteacher: Mrs E Dormor

SEND Governor: Mr J Hill

If you have any specific questions about the Norfolk Local Offer please refer to their website.

## **Our approach to teaching all learners including those with SEND:**

At Marshland High School we believe in success through learning and participation for all. We aim to provide an inclusive environment responsive to the diversity of student's backgrounds, interests, experience, knowledge and skills that encourages every student to become a rounded citizen of whom all of society can be proud. It is important to us that we offer many varied opportunities for personal growth as well as an appropriate curriculum for each student. Our core values are:

- Respect
- Nurture
- Communicate
- Aspire
- Persevere
- Learn

Marshland High School values high quality teaching and provision for all students which is supported by improving the expertise of our staff through relevant training. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community including those identified as SEND and steps are taken to avoid discrimination as outlined in the

Equality Act 2010. To meet those needs the school understands that reasonable adjustments may have to be made. Information regarding adjustments are included in this report as well as our Accessibility Plan (Click here for MHS [Access Audit](#) / and the SEND Policies section of the school website).

## **Special Educational Needs at Marshland High School:**

### **What is the Definition of SEN:**

At different times during their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person 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 or mainstream post-16 institutions.” (DfE,2014:p4-5)*

A disability as defined by the Equality Act 2010 is:

*“A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”*

### **How is SEND different to a learner who has fallen behind:**

Students can fall behind in school for a variety of reasons: continued absence, movement between schools leading to an inconsistent approach, distractions, English being an additional language for example. At Marshland High School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. A student identified as SEND will have a learning difficulty or disability which requires special educational provision that is different from or in addition to the provision available to all students over a substantial period of time.

### **Categories of SEND Identification:**

The Code of Practice (2014) identifies the four broad areas of need as;

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs.

Students with SEND fall into two areas:

SEND Support: These students needs will reflect one or more of the above areas of need in line with the definition of SEND. Arrangements for appropriate support will be made by the school through an assess, plan, do and review cycle.

Education, Health and Care Plan: These students needs will reflect one or more of the above areas in line with the definition of SEND. Despite the school having taken relevant and purposeful action to meet the students' needs, progress is still not being made. Further support will then be sought through an Education, Health and Care Plan involving all of the relevant services in best supporting the student.

Marshland High School uses its best endeavours to make the provision required to meet the Special Educational Needs and Disabilities (SEND) of all children and young people in our school as outlined above. The school makes reasonable adjustments for any disabled children and young people; supports medical conditions and informs parents if provision is made for them.

## Assess, Plan, Do, Review – Support for SEND Students:

### ASSESS:

Regular class assessment data identifies pupils making less than expected progress / baseline assessment data on entry indicates concerns.

Further assessment completed using the schools Assessment Toolkit.

External Advice:

- Norfolk County Council Local Offer
- Child Support Service, Short Stay School for Norfolk.

### REVIEW:

Student Profile reviewed with student.

Termly testing of Intervention.

SENDCo collates information and reviews the impact of interventions on individuals and overall impact.

Further support from external professionals sought.

Education, Health and Care Plan applied for involving relevant professionals.

Education, Health and Care Plan reviewed in formal meeting.

### PLAN:

Student Profile: Students strengths, difficulties, methods of support/ reasonable adjustments identified. Completed between student and SEND Dept staff.

Quality First Teaching planned.

'Additional to or different from' a normal differentiated curriculum Interventions planned. Intervention begins and students recorded on the Provision Map.

Relevant adjustments to the school environment planned / Specialist equipment applied for.

### DO:

Quality First Teaching.

Additional Adult Support in lessons.

Intervention Style Support:

- Small Group Support.
- Pair Support.
- One-to-one support

## Assessing SEND at Marshland High School

At Marshland High School our starting points of identifying SEND are through:

- Regular assessments of progress of all pupils conducted by the class/ subject teacher. This assessment data is used to identify pupils making less than expected progress. This data is used in conjunction with the teachers' experiences of the student and previous progress and attainment.
- Baseline assessment on entry to Marshland High School, whether in year 7 or subsequent years.
- Parents/Carers and the students concerns and identification of possible problems.

The first response to any highlighted concerns is high quality subject teaching targeted at the areas of weakness. If progress continues to be less than expected then the SENDCo will begin a process of assessing for SEND. This may include the use of a range of assessment tools relevant to the students emerging needs. Examples of Assessment Tools used at Marshland High School currently include; BPVSI, WRAT4, DASH. The aim of these assessments is to help further identify the barrier to learning experienced by the student so to ensure any support/ intervention implemented thereafter is matched to their needs.

For some learners we may wish to seek further advice from outside agencies. We have access to the services universally provided by Norfolk County Council, which are referenced on their Local Offer.

Marshland High School have also commissioned for 2016-17 support from the **Child Support Service, Short Stay School for Norfolk (Is this now called Engage)**. This support includes access to a variety of professionals including:

- Educational Psychologists
- Clinical Psychologists
- Outreach support
- Observations
- Consultations.

### Planning support at Marshland High School:

When a student is initially identified as SEND parents will be notified although it is likely they will have already been involved in the process at the assessment stage. To support the student a Student Profile is drawn up by the student with the support of a member of the SEND Dept. This profile will provide information to school staff regarding the student's strengths, difficulties and what staff can do to support the student in the classroom environment e.g. how to make reasonable adjustments, build in relevant strategies and approaches to their teaching. This document will be reviewed with the student throughout the year.

The planning of specific interventions which are 'additional to or different from' a normal differentiated curriculum are planned to reflect on the assessments completed with the student/specific needs identified and an intervention plan will be drawn up. The type of support is

therefore dependent on the individual learning needs and is intended to match these needs and overcome the barrier to learning identified e.g. poor phonics knowledge would require a phonics programme.

Students' inclusion on any intervention programme will be recorded on the Provision Map which is shared with all staff. This map is regularly updated and new interventions are sought.

For some students their SEND may require further support regarding emotional and social development. Support to this effect may be planned in conjunction with the Pastoral Team who offer counselling, self-esteem sessions and communication support. Students with an EHCP and others identified as requiring a higher level of support will be assigned a Mentor who they can take concerns to.

The planning of support for students may also require adjustments to the school environment e.g. in the case of visual and/or hearing impairments and other disabilities. Similarly, assistive equipment and technology may be required. Relevant involvement of other in school and out of school professionals will be sought so complete these reasonable adjustments.

#### **Delivering support at Marshland High School:**

Teaching across the curriculum at Marshland High School is adapted and differentiated to ensure access to learning for all children in their class. For SEND students teachers may refer to the students Student Profile for guidance. This is also known as Quality First Teaching and includes various strategies to adapt access to the curriculum such as:

- The teacher having the highest possible expectations for your child and all pupils in their class.
- Teaching based on building on prior learning; what they can do and can understand.
- Different styles of teaching e.g. practical learning, kinaesthetic, visual, multisensory.
- Specific strategies (which may be suggested by the SENDCo or other professionals) e.g. visual timetables, writing frames.
- Additional Adult Support
- Assistive technology e.g. laptops
- Homework support via Homework Club.

Specific Interventions are delivered on a small group, pair or one-to-one basis. These interventions are mainly delivered by the SENDCO, Mentor Managers, Senior Learning Mentors and Learning Mentors. Some interventions will be delivered during registration time so to minimise the impact on lessons during the day, others are planned into the students' timetable. In some cases, although only in exceptional circumstances, students will be withdrawn from lessons to receive one-to-one differentiated subject support when required.

Marshland High School offers a range of interventions which reflect the needs of the learners. These interventions include, although are not limited to:

- Literacy
- Numeracy

- ASD Communication Group
- Self-esteem
- Assistive Technology
- Behaviour support

### **Reviewing support at Marshland High School:**

Monitoring progress is an integral part of teaching and leadership within Marshland High school. Parents/carers, pupils and staff are involved in reviewing support of learners with SEND.

Marshland High School follows the 'assess, plan, do, review' model in regard of Intervention Programmes. Before any additional intervention begins baseline data is recorded. Relevant testing in line with the aims of the intervention is completed termly to assess students' progress and the impact of the provision. Students' opinions of the intervention/s they complete and their feelings regarding their progress are collected. The review stage leads to a reassessment of the student's needs and thus continued or revised planning and implementation of provision will then begin. At this point if the school feels that despite its best endeavours to take relevant and purposeful action to meet the students' needs, progress is still not being made assessment for an Education, Health and Care Plan will be made. Similarly, it may be identified that the student no longer requires this level of intervention and they may no longer be identified as SEND.

Review data/information is collated by the SENDCo so to review the quality of the interventions on offer at Marshland High School. Results will enable the revision of interventions for the following term/academic year for the individual as suggested but also for the school as a whole.

If a student has an Education, Health and Care Plan this will be reviewed at a formal meeting yearly. All professionals involved with the students education, health and care (as relevant) will be invited.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. This data will assist in the further identification of emerging or on-going SEND.

### **School Staff, External Staff and Expertise:**

Within Marshland High School the:

- Class/Subject teachers are responsible for the day to day teaching, progress and development of the students they teach.
- SENDCo is responsible for the operation of the SEND Policy, coordination of provision, liaising with teachers, outside agencies, Headteacher and SEND Governor.
- Headteacher is responsible for the overall management of the school including support for SEND.



- SEND Governor is responsible for making sure that the necessary support is made for any child who attends the school who has SEND and liaising with the SENDCo and Headteacher to keep up to date with matters regarding SEND in the school.

Staff expertise regarding SEND is regularly updated through:

- SENDCo advice and support to class teachers
- School training plan including whole school SEND training relevant to emerging SEND needs.
- Individual staff training by external agencies/providers relevant to specific SEND needs.
- Medical Conditions Training e.g. Diabetes, EPI-Pen
- First Aid training.

External staff/agencies with relevant expertise also provide support in meeting the children and young person's SEND and supporting the school and family. These agencies include although are not limited to:

- Local Authority Services e.g. SEND Caseworker, Sensory Services for children with visual or hearing needs
- Health Service Professionals e.g. ADHD Nurse
- Care Professionals
- Child Support Service Professionals from the Short Stay School for Norfolk.

## **Other opportunities for learning:**

All learners at Marshland High School have the same opportunity to access extra-curricular activities. At Marshland High school in 2016-17 we are offering a range of additional clubs and activities and membership on student bodies e.g. the student council as well as school trips. We are committed to making reasonable adjustments to ensure participation for all e.g. ensuring relevantly trained professionals are available to support when required.

## **Transition:**

### **Transition to Marshland High School:**

Marshland High School is committed to working in partnership with all Cluster Primary Schools, feeder Primary Schools, Parents/Careers and students to make the period of transition to High School easier. For students with EHCP the SENDCo will begin liaising with the Primary School during year 5 and throughout year 6. Meetings between the SENDCo's of Marshland High School and the Cluster Primary Schools take place during the summer term before transition in which all SEND and vulnerable students are discussed. Additional transitional provision can be put in place for students if required. Examples used during the academic year 2015-16 have included additional visits to

