



Special Educational Needs Policy and Disability Information Report

Pupils at Marshland High School with Special Needs Or Disabilities

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 and SEN Policy (**Please see Page page for details**).

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

Our Trust SENCOs

Mrs Kaye Bunting is the West Norfolk Academy Trust Special Educational Needs Coordinator (SENCO) based at Springwood High School.

She can be contacted on 01553 773393 or
By Email: K.bunting@springwoodhighschool.co.uk

Ms Hazel Dawson is the Assistant West Norfolk Academy Trust Special Educational Needs Coordinator (Assistant SENCO) based at Marshland High school.

She can be contacted on 01945 584146 or
By Email: dawsonh@marshlandhigh.co.uk

The above are the best people to contact regarding SEND in school and our SEND Governor is Mr J Hill.





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 encourage every student to become a rounded citizen of whom all 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
- Resilience

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 and policy as well as our Accessibility Plan.

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.

Marshland High School can offer you:

- A mixed, all-ability school catering for the needs of pupils aged between 11 – 16 years and aiming to attain maximum achievement for every individual.
- Someone to talk to: you can always speak to your child's Head of House, Form Tutor, subject teacher, Pastoral Managers, SENCO about any concerns you may have.
- A friendly, caring environment: we value the social and emotional aspects of learning and the development of personal attitudes and values as much as the academic aspects.
- Quality teaching; our teachers work to a very high standard and are aware of the need to ensure that all pupils, with or without special needs and disabilities achieve to their full potential.
- Staff who are well-versed in teaching and supporting pupils with learning difficulties and disabilities. Our school is committed to professional development in order to further this expertise in types of Special Needs, disabilities and medical conditions.
- Access to specialist services; we can refer children to the Speech and Language Therapist, Educational Psychologist, Autism Support Teacher, School Health and Sensory support services amongst other Specialists, as well as seeking advice for our own SEN-D Lead within the Trust and Behaviour Mentors in school.





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





Identifying and supporting children with SEN at Marshland High School

When children start at Marshland High School, they join from a number of Primary settings, which includes a variety outside of our Cluster area. The transition systems ensure that we receive details of their progress and successes so far and any information on a special need or disability already identified by parents or health workers and education professionals. If this is the case, we work closely with feeder schools and families before the child joins us to make sure their transition to Marshland is as smooth as possible. Where children join us mid-year, similar procedures apply during our admission process.

We recognise that all students are unique and develop at different rates. Any special need may not be evident until they have been in school for some time. Teachers and support staff are skilled in identifying difficulties and will highlight these to the SENCO who will analyse progress data and testing results and consider the bigger picture.

Our learning environment caters for all children with various styles of teaching and learning, i.e. visual, auditory and “hands on” (known as kinaesthetic learning style).

Pupils have special educational needs if they have any difficulty which calls for special education provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary. These support and interventions programmes include:

- Accelerated Reader
- Literacy Mentoring
- Touch Typing Skills
- Maths Mentoring
- Sensory Circuits
- Social and Communication Group
- English and Maths Support Groups
- Life Skill Group

Specific Interventions are generally delivered on a small group, pair or 1:1 basis. These interventions are mainly delivered by Learning Mentors/APSAs. Some interventions are delivered during registration time to minimise the impact on lessons during the day, others are planned in to the student’s timetable.





Our Support Centre is a quiet space at break and lunchtime for students requiring the facility.

We have two Pastoral Support Officers who can offer 1:1 support to students with Social, Emotional and Mental Health Difficulties alongside Behaviour Support.

For some learners we may want to seek advice from Specialist teams. In our school we have access to various support specialist services.

These include:

- Speech and Language Therapist
- Educational Psychologist
- Specialist Autism Support Assistant
- School Health
- Occupational Therapy
- Sensory Support Services (Vision and HEARING)
- ADHD Nursing
- Access Through Technology

Members of staff receive training to help and support our pupils. This includes training in:

- ADHD
- Autistic Spectrum Conditions
- Dyslexia
- Behaviour Management
- Epilepsy
- Epi-pen
- Diabetes
- First Aid Training

We are also equipped with a medical room, disabled toilets, single shower room for pupils with physical disabilities, access needs or intimate care requirements.

Support for Learners

Each learner identified as having SEN is entitled to support that is “additional to or different from” a normal curriculum, alongside the high-quality teaching we provide to all pupils. The type of support given is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning.





Assessing your child

Your child will be monitored and assessed to get the whole picture of them. This will be carried out through regular assessment and tracking within each Faculty. We may carry out more specific assessments if we feel your child might have an area of difficulty. The assessments used might include:

- Non-Verbal Reasoning Test
- Star Test (Accelerated Reader)
- Wide Ranging Achievement Test 4 (Reading)
- Wide Ranging Achievement Test 4 (Comprehension)
- Wide Ranging Achievement Test 4 (Spelling)
- Wide Ranging Achievement Test 4 (Numeracy)
- British Picture Vocabulary Scale (Receptive Vocabulary)

If your child needs special Access Arrangements in their exams at Key Stage 4 or 5 e.g. someone to read or write for them or extra time to complete exams, they will be assessed by a Specialist Teacher as some diagnostic assessments have to be carried out by a qualified practitioner. These tests will also look at Processing Speed as well as basic literacy skills. We will write to you to ask your permission to refer to the Specialist Teacher if your child needs an assessment of this kind.

How we find out if this effective:

Our monitoring process is an integral part of teaching and leadership at our school. Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN and all aspects of a child's academic progress through our PRAISe system which includes ATL (Attitude to Learning)

Before any additional provision is selected to help a child, the SENCO, teachers, parent/carer and learner agree what they expect to be different following intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Marshland follow the "assess, plan, do, review" model in regard to interventions and support programmes.

If a learner has an Education, Health and Care Plan (EHCP) the same termly review conversations happen in line with PRAISe but the EHCP will be reviewed formally annually (this will also apply to Statements of Special Educational Need while they remain in place).





The SENCO and Leadership Team collate the impact data of interventions, to ensure that your child receives a high quality provision. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school data is also monitored by the Local Authority and OFSTED.

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, Head teacher and SEND Governor.
- Head teacher 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 Head teacher 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 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.

Funding

Some children's difficulties are viewed as complex and exceptional and their needs not able to be fully met within our school budget. Funding known as Top Up Funding is allocated to the Marshland Cluster whose Head Teachers currently divide the money proportionately to each school according to the number of students on roll. These funding will currently be used by the Cluster Schools to focus on an Accelerated Reader Programme across the Cluster Schools to improve Reading and Comprehension across the SEN pupils.

Equal Opportunities for all pupils

All staff at Marshland High School recognise the importance of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make "reasonable adjustments" to ensure equal opportunities.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities".

Section 1 (1) Disability Discrimination Act 1995

Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEN-D, within the curriculum and with extra-curricular activities. Please contact our school's SENCO or Head Teacher for further advice and support for specific requirements.

Our whole school policies on behaviour and equality ensure that arrangements are made to support children with SEN-D and that measures are in place to prevent bullying.





Identifying children with a Special Educational Need or Disability

The Graduated Response

As a parent, you may have concerns about your child, or staff in school may have noticed some concerns. If either of these is the case, the sooner we talk the better.



If you are concerned please contact us – we can always find a convenient time to talk to you and see you. If we are concerned, a member of staff will talk to you. It's amazing how many problems can be sorted out at this stage!



School may carry out observations and/or assessments to get a clearer picture of your child. We will talk to you again after this and decide together if we need to take any further action.



If we do need to take further action, we will write a plan for your child where they will be given specific targets to work on and possibly special resources and support. This plan will normally be in place for one term.



After about one term, we will meet with you for a review to see if the plan is working. If it is – brilliant! If not, we may put your child on the Special Educational Needs (SEN) Register. Your child will be monitored regularly and we will set specific, achievable targets to make sure your child makes progress and can take part in all areas of school life.





Sometimes we need to ask for outside agencies to work with your child. This will be one of the specialist services mentioned earlier; you will always be asked before we involve anyone.



If, in exceptional circumstances, your child still does not make enough progress, we may have to ask the Local Authority for additional support for your child. We always try to help parents at every stage but you can also get advice and information from Norfolk SEN-D Partnership, Woodside Road, Norwich, NR7 9QL
Tel: 01603 704070 or you can contact via e-mail:
sendpartnership.iass@norfolk.gov.uk

Supporting Needs at Phase Transfer (Year 6 into Year 7 and Year 11 into Post-16)

Transition Arrangements

If your child has a Statement or EHCP, the SENCO will be invited to the Annual Review by the feeder school during Year 6 and sometimes as early as Year 5 if there are queries around whether mainstream education is appropriate. This enables us to start building a successful relationship with you and your child and to gain an insight into their successes and areas of need. The feeder school will talk to the SENCO and share any information regarding any SEN-D or other issue.

In addition to this, there are two transition support sessions in the Summer Term before the whole school Year 6 Transition Days in July. Primary school SENCOs will put forward SEN students they feel would benefit from the extra transition sessions. We can also discuss the need for any further visits or tours if appropriate for your child.

If your child has SEN-D or areas of concern but does not have an EHCP, our SENCO will liaise with your child's school to share information in order to ensure a smooth transfer. They might be included in an extra transition session to build their confidence before the Taster Days.

If a young person in Year 11 at Marshland moves into the Sixth Form at Springwood our SENCOs will share information and will continue to be aware of their needs and will monitor their progress and whether there is a need for intervention. If another provider, such as the College of West Anglia, is their chosen destination we will ensure that information about their needs and the provision they have received is sent to the appropriate member of staff within the new setting, following communication throughout the application process.





Local Offer

Information on Norfolk's Local Offer can be found on the Norfolk website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk County Council
County Hall
Martineau Lane
Norwich
Norfolk NR1 2DH
Tel: **0344 800 8020**
Email: information@norfolk.gov.uk

Have your say:

Marshland High School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. Please engage with our annual process to assess, plan, do and review provision for SEND.

You can do this by one of the methods below:

- Contact the Trust
SENDCo: Mrs Kaye Bunting
Email: k.bunting@springwoodhighschool.co.uk
Tel: 01945 584146
Address: Marshland High School, School Road,
West Walton, Wisbech, PE14 7HA

- Contact the Assistant
SENDCo: Ms Hazel Dawson
Email: dawsonh@marshlandhigh.co.uk
Tel: 01945 584146
Address: Marshland High School, School Road,
West Walton, Wisbech, PE14 7HA





- Contact the SEND
Governor:

Mr John Hill

Address: Marshland High School, School Road,
West Walton, Wisbech, PE14 7HA

- Contact the Head
Teacher:

Mr Craig Jansen

Email: Head@marshlandhigh.co.uk

Tel: 01945 584146

Address: Marshland High School, School Road,
West Walton, Wisbech, PE14 7HA

Complaints procedure

Hopefully, we will never reach this stage but we recognise you may need to make a formal complaint. Our complaints policy is on our school website.

