

## Special Educational Needs Policy

Welcome to Marsden Heights Community College SEN Policy.

We hope this gives parents and carers an insight into what the college offers for our students who have special educational needs.

Please let us know if you have a question that we have not addressed. Our staff are happy to answer any queries and discuss your child's needs.

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### 1 Who is the SENCO?

The SENCO is Mrs J Cox.

Contact via: 01282 683060

Email: [jcox@marsdenheights.lancs.sch.uk](mailto:jcox@marsdenheights.lancs.sch.uk)

### 2 What provision is offered to students with a special educational need?

- Our special educational needs provision is based on the understanding that no two students' profiles are the same. An individualised approach is needed.
- Teaching staff are made aware of any special educational needs a student has.
- All college teachers are responsible for making their lessons accessible to all. This involves delivering high-quality teaching differentiated for individual needs.
- Where appropriate, classroom based support and intervention takes place in one to one sessions, small group or whole class settings.
- English and Maths intervention is available for identified students through timetabled lessons and activities, and is designed to promote independent learning and curriculum access.
- We buy in weekly specialist support from the IDSS for all VI and HI students.

- The college works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.
- The college has a range of resources matched to different learning needs. For example there are laptops available to enhance the independence and learning of identified students with handwriting, recording, or specific learning difficulties.
- Special equipment is provided when need is identified and resources are allocated.
- The college will consult staff from a variety of external agencies to advise and support our provision across the range of special educational needs.
- The college has identified nurture groups for students requiring a smaller group with additional help.
- The college withdraws students for Speech and Language small group sessions where appropriate.

### **3 How will the college know if a student has a special educational need?**

- Students with a special educational need are usually identified in the Year 6/7 transition period.
- All students are assessed using Cognitive Ability Tests shortly after entry. These tests assess the three principle areas of reasoning - verbal, non-verbal and quantitative - as well as an element of spatial ability.
- All college teachers are responsible for liaising with the Learning Support Team to raise any concerns about the learning needs of a student not already identified as requiring special educational needs support.
- We encourage all parents and carers to contact us and raise any concerns they may have about the learning needs of their child.
- The college will refer to external agencies for further assessment or diagnosis as appropriate following consultation with parents/ carers.
- We will inform parents and carers if a child is receiving special educational needs support.
- All new students joining the college during the school year will have a meeting where the student and families will be asked about any existing special educational needs.

### **4 How does the college develop its overall teaching and curriculum to ensure that teachers can include pupils with Special Educational Needs?**

- All of our students have access to the national curriculum. This broad learning experience allows our students with special educational needs to discover their strengths as well as close any gaps.
- Teaching staff are all made aware of any special educational needs a student has and any suggested strategies or external guidance are shared.
- All college teachers are responsible for making their lessons accessible to all. This is delivered through high-quality teaching differentiated for individual needs.
- Where appropriate classroom based support and intervention can take place in one to one, small group or whole class settings.
- Intervention lessons are also taught by subject teachers and level 3 Learning Support Assistants. Often these are in smaller groups.
- Literacy and English intervention is available for identified students through timetabled lessons and activities, and is designed to promote independent learning and curriculum access.
- Numeracy and Maths intervention is available for identified students through timetabled lessons and activities and is designed to promote independent learning and curriculum access.
- The college works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.

- The college has a range of resources matched to different learning needs. For example there are laptops available to enhance the independence and learning of identified students with handwriting, recording, or specific learning difficulties.
- Special equipment is provided when need is identified and resources are allocated.

## **5 What are the kinds of special educational need for which the college currently makes provision?**

- The college supports the achievement of students across the full range of Special Educational Needs including:
  - Communication and interaction
  - Cognition & learning
  - Social, mental and emotional health
  - Sensory and/or physical
- The college enlists the services of specialist external agencies for the full range of need, including Autistic Spectrum Disorder, Visual Impairment, Hearing Impairment, Specific Learning Difficulties, ADHD and Speech and Language.
- In partnership with parents and carers the college works with Children and Adolescent Mental Health Services (CAMHS) to best meet the needs of our students with social, emotional or mental health issues and there is a school nurse on site every week to meet with staff and students. Our vulnerable students also have access to a key worker within the Inclusion Team.
- Where appropriate a Care Plan is drawn up in conjunction between parents and carers, child and medical professional. This may include the college nurse. A meeting is called in school when the plan is agreed and signed by responsible staff.
- Support for all of our students across the range of special educational needs extends to breaks, lunchtimes and after school activities as well as lessons. All students will be given the opportunity to take a full part in all aspects of school life.
- We recognise that sometimes students might have an additional emotional or social need that is unconnected to a learning difficulty. Our caring and experienced team within the Student Progress Centre is able to offer emotional and social support and signpost students and families to appropriate services.

## **6 How do we know if students with special educational needs are making progress?**

- We have high expectations of the progress our students with special educational needs can make. We set our progress targets in line with national measures.
- Progress of students with SEN support needs is monitored five times a year in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- All Statements and EHC plans are reviewed on an annual basis. Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the college, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and relevant agencies. Students are always encouraged to participate in their meeting.
- Progress data is sent to parents and carers five times a year to ensure they are up to date with how their child is performing across the curriculum.
- The college holds face to face meetings for parents and carers to come and discuss the progress being made.
- We hold a traditional Parents Evening where all teachers will discuss the academic progress students are making in their lessons.
- Reviews can be requested by parents and carers at any time. Key staff are available to discuss individual students at any point during the school year, by appointment, to ensure privacy and confidentiality.

## **7 How do we ensure students have a successful transition from one phase to another? How do we prepare them for adulthood?**

### **Transition from Primary School.**

- Staff from the college and the SENCo meet with Y6 teachers from the primary school and discuss each child's strengths and needs.
- We listen carefully to guidance from primary school staff. Where they suggest students are buddied together we endeavour to place those students in the same tutor group.
- During Open Evening in the autumn term the SENCo is on hand to discuss our provision for students with special educational needs and answer any queries.
- The college will run a meet the tutor each year in September and parents and carers of Y7 are encouraged to attend. Follow up meetings are offered on a one to one basis with key staff in Learning Support if required after this.
- Additional transition activities are put into place for identified students to ensure a smooth transition to the college.
- In addition to our induction day for Y6 we also hold a mini transition morning for identified students.

### **Transition to Post 16 Education, Training and Adulthood.**

- We instil in all of our students the importance of effort, good attendance, punctuality, readiness to learn and respect. These are habits that will equip them for their journey onwards into adulthood.
- Our Year 9 students take part in a Pathways evening which includes local employers, colleges and training providers.
- Follow up drop in visits are made by colleges to support potential students incompleting applications. The college also offers this support to students.
- The college supports some of our students in attending taster visits to post 16 providers.
- The Student Progress Centre can support students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Additional advice and information is provided to colleges and training providers by the college, with the agreement of the student and family.

## **8 How do we secure additional services and expertise for our students with special educational needs?**

- The college has a graduated approach to intervention. We know that in addition to high quality teaching some students will need the support of external services and specialists. This will be discussed and agreed with parents and carers.
- We buy in services from the IDSS for Hearing Impaired, Visually impaired and students with Autistic Spectrum Disorder.
- We have an on-site college nurse available weekly to meet with students and staff to discuss any health concerns.
- We secure support from the local authority services including Educational Psychologists, specialists in Autistic Spectrum Disorder, Visual Impairment and Hearing Impairment.

## **9 How can parents and carers contact external services?**

Contact details for the services in the Lancashire Area can be found here:

<http://www.lancashire.gov.uk>

The area SEND office can be contacted on 01254 220553.

## **10 How do we know if our provision is effective?**

- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The college measures progress using nationally agreed standards and criteria.
- Leaders across the college use learning walks, lesson observations, progress data and work scrutiny to monitor how effective our provision is for all students, including those with special educational needs.
- Students with special educational needs are consulted on their views and opinions about the college, their learning and wellbeing, on a regular basis.
- We work in partnership with home as much as possible. The college encourages open conversations with the student and home about intended outcomes. We will seek feedback in evaluating how effective any support is in meeting those outcomes.
- Home-college communication for students with special educational needs is achieved in a range of ways including the student planner, letters, text, telephone calls and meetings. Where needed we also do home visits.
- Parents and carers are given the opportunity to indicate if they have a strong preference for how we work together.
- The college works with families, parent partnership officers, and where appropriate wider agencies to review provision, progress and set new outcomes.
- Parents and Carers can also give feedback at our Parent Evenings with subject Teachers.

## **11 How do we make our facilities available to all?**

- The college is fully inclusive and reasonable adjustments are made to ensure access for all to the curriculum and to the wider life of the school - including clubs and trips.
- Special equipment is provided when need and is identified and resources are allocated.
- The medical room includes hand washing facilities and there is a toilet next door.
- We have an on-site college nurse, once a week, offering practical medical advice and drop-ins for health issues.
- In practical subjects such as PE there is a support teacher who can assist with ensuring the facilities can be accessed by our students with special educational needs.
- All college teachers are responsible for making their lesson accessible to all.
- Where appropriate classroom based support and intervention can take place in one to one, small group or whole class settings.
- Identified students have a key worker within the Student Progress Centre who supports them in making best use of the facilities and learning on offer.
- All college trips are inclusive and follow Lancashire's approved risk assessment procedure and are processed through the "evolve" system. All risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.

## **12 What training do staff have?**

- Each teaching and non-teaching member of staff is given relevant training at the start of the school year and as necessary throughout the year.
- All college staff have ongoing and personalised professional development and training. This is delivered through a mix of in-house and external specialists.
- Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- The on-site school nurse is available and offers updates and training where needed.
- Updates are made available to staff, by the SENCO, via staff briefings.
- Meetings are held with the teachers of individual students in order to share expertise about the provision of effective support.
- Regular staff INSET takes place looking at topics such as differentiation.

### **13 What are the extra-curricular activities that can be accessed by students with special educational needs?**

- All of our students are actively encouraged to take a full part in wider school life and develop their strengths and interests. There is an exciting range of extra-curricular enrichment activities available to all students; the activities include sport, music and drama.
- Our activities are timetabled and updated throughout the year.
- The college also provides many clubs and after school sessions based around our taught curriculum. In KS4 these are designed to help students access extra tuition to achieve their best grade.
- For all students with special educational needs in KS3 and KS4 additional after school help with homework is also available from the Student Progress Centre.
- During lunch times the Learning Support Department run a nurture club to actively promote social integration, communication skills and friendship support under the supervision of an adult.
- There is a high staff presence around the college during unstructured times. However we know that some students prefer to be in a smaller environment with familiar faces at these times. At break and lunch time the LRC and the Student Progress Centre are available and can be a “safe haven” for socially or emotionally vulnerable students.
- We encourage all of our students to take part in available trips. All academy trips are inclusive and follow Lancashire’s approved risk assessment procedure and are processed through the “evolve” system. All risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.

### **14 What if I want to make a complaint?**

- We work in partnership with home and listen fully to the views of our parents and carers. This includes any concerns or issues.
- The range of formal and informal opportunities for parents and carers to meet with us means we can regularly check in and listen to the views of home about our provision.
- We welcome all parents and carers contacting the college and raising any concerns they have. We encourage home to do this as early as possible so we can work together to resolve any issues.
- The college has a formal complaints policy and procedure in place. This can be requested by parents at any time.

### **GLOSSARY:**

<b>IDSS</b>	Inclusion & Disability Support Service
<b>VI</b>	Visually Impaired
<b>HI</b>	Hearing Impaired

***Last Reviewed: February 2015***