

The Marvell College SEND information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The Marvell College SEND information report

Date: November 2021

At The Marvell College, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities.

We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014

School Information:

SENDCO: Mrs E Gay

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The Marvell College currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above needs, with the exception of PMLD and MSI

The aims of our SEND policy and practice are:

The Marvell College Mission Statement

The Marvell College vision is to be a co-educational, inclusive learning centre of all round educational excellence for all the community.

The Marvell College Aims

- Enjoy and celebrate opportunities for all round achievement, success and lifelong learning.
- Share mutual respect and pride in creating and belonging to a positive and secure school.
- Care for and value ourselves, each other and the world around us.
- Together we will recognise that with rights come responsibilities to co-operate and do our best.
- Today's effort creates tomorrow's opportunity enabling fulfilment in life after school.

What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?

The Marvell College have a dedicated transition team, who are responsible for ensuring a successful start at secondary school for all our young people. As part of transition preparation, a wide variety of information is gathered about all students, including those with SEN. Where necessary, the SENCo is involved in this process as it relates to students with SEN. Further assessments are carried out during this process and in the early stages of year 7, including assessments of reading age, cognitive ability and prior attainment.

This data is reviewed, in detail, by the SEN team and if necessary, further assessments may be carried out to enable appropriate interventions to be put in place.

Through ongoing assessment and their knowledge of SEN, teaching staff at The Marvell College are able to identify students who may be experiencing difficulties in their learning. If they consider that a child may have SEN, there is a clear referral process, namely the Cause for Concern Form, which is submitted to the SEN Team in school, where further assessments of a child's needs will be made.

In order to make sure that staff are able to do this, we run a regular programme of CPD regarding SEN. This takes the form of whole school training, additional CPD sessions on specific types of SEN or aspects of SEN provision and staff are encouraged to access online training tools, such as the Inclusion Development Programme (IDP).

Assessment of students with or without SEN is an ongoing process that ensures early identification of students who are not making expected progress for any reason, including the presence of SEN.

What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Parents/carers can be involved at each stage of the assess, plan, do, review process. Each term, they are invited to discuss the needs of their child as part of the assessment process, where necessary, allowing them to share knowledge about their child. As a result of this discussion and other assessments,

there will be agreed actions relating to how the child's needs can be met which informs the child's Personal Profile. Parents/carers are invited to have an active role in the planning and decision making process regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of these agreed actions in a number of ways:

- Liaison with the form tutor through the use of the school planner, phone calls, etc.
- Parents are welcome to contact the SEN department to discuss aspects of their child's progress with staff.
- Parents Evenings when advice and support in helping their child at home can also be given.
- Formally review their child's progress as appropriate, with the SENCo, their form tutor, or a member of the SEN team.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

The young person is involved, where appropriate, at every stage of the assess, plan, do, review process:

At the initial assessing and planning stage, in order to support a 'person centred approach', the young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

Where the young person may be unable to verbally communicate or even provide a written input, observations of the child may be made in order to gather information regards their likes, interests, dislikes and difficulties.

The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

Any documentation used as a part of the agreed provision will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.

The child/young person is able to discuss any aspect of their provision in a number of ways:

Informally with their Tutor, LSA, Subject Teacher or other SEN staff as often as they need.

Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.

A child/young person may contribute to this meeting either by attending in person or by providing written input.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

The policies outlined in this section apply to all students with SEN, whether or not they have EHC Plans.

Once the needs of a student have been identified, as outlined above (assess), suitable provision will be agreed in accordance with the specific needs of the

young person (plan). The provision will then be put in place for a period of time as agreed (do), after which time progress will be checked (review). It may be that in doing the intervention, further information is gathered which may require an earlier review. After reviewing progress and carrying out additional assessment it may be decided to carry on with the provision, or to modify or change the programme as appropriate. This is known as the **Graduated Approach of Assess, Plan, Do, Review**.

What are the arrangements for supporting children and young people in moving between phases of education?

This section describes the arrangements for supporting students with special educational needs in transferring between phases of education, or in preparing for adulthood and independent living.

All children, with special educational needs, will require support and planning when they transfer between key stages from 0-25, as long as they remain in education or training.

During transition from primary to secondary school, some of the process for gathering assessment information has been described earlier in this document. The SENCo will meet with children who have significant needs with or without an EHC plan.

All students coming to the school attend a transition week prior to the end of the summer term, where they are able to meet with teachers and in the case of SEN students, the TAs who may be supporting them in Year 7. For some students it may be necessary to arrange additional visits before this, to familiarise them with the school in a more controlled way. Students are encouraged to contribute to their own student passport, which teachers will be able to access and learn how best to support the needs of these youngsters.

At The Marvell College, we work closely with Connexions careers advisors from Year 9 onwards. For those students who have an EHC plan, the advisor will meet with the young person prior to their annual review in Year 9. The advisor will also attend the annual review each year from then on.

A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful, at this stage, for the parent/carer to visit appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent/carer.

All children with either a Statement of Special Educational Needs or an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

What is your School's approach to teaching children and young people with SEND?

The approach to teaching students with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at The Marvell College are:

In all cases, quality first teaching is at the heart of everything that we do. We aim for differentiated provision for all high incidence SEN, for example dyslexia, to become part of all classroom teaching. This is on-going.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

At KS3, students are withdrawn from lessons or registration to work in small groups on a variety of literacy interventions, such as preteaching, handwriting or Units of Sound, dependent upon their specific need.

In KS4, students who need support with life skills, take Core Skills as one of their option subjects, to aid their progress into adulthood.

KS3 Maths interventions continues to be provided to support students who show signs of difficulty with numeracy.

Where a higher level of support is required, in-class assistance from a teaching assistant (TA) may be put in place.

For those students who are particularly weak in literacy, a Nurture Group is provided in years 7, 8 and 9. Students who will benefit from this approach receive additional literacy interventions as appropriate and some study a differentiated curriculum.

At KS4, a differentiated curriculum can be provided offering a more practical range of subjects, designed to allow students, with a variety of needs, to be able to access learning and qualifications at a level appropriate to their abilities. In some cases, an element of off-site provision may be appropriate.

All needs for equipment and facilities will be assessed for each student individually. Dependent upon the nature of the need, funding may be provided by the school or requested from appropriate agencies.

These agencies may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs. They may even extend to requesting additional funding from the Local Authority, if appropriate.

The school ensures appropriate access for disabled students through:

- Ramped access and lifts to all floors.
- Disabled toilet/washroom facilities.

What training is available to staff to support children and young people with SEND? How is specialist expertise secured?

Training on issues relating to SEN are provided to staff at The Marvell College in a variety of ways:

Whole school training is carried out across the school year during INSET sessions. Where appropriate, this may include training on SEN. In particular, at the beginning of the school year, staff will be provided with direct training on the needs of new students who are joining the school in year 7, who have SEN. Many of the ongoing staff inset sessions also include an element of SEN training.

A range of additional CPD sessions are available to all staff at intervals through the school year and by request from specific departments.

New teaching assistants (LSAs) undergo an intensive training programme when they join the SEN Team. This covers everything from general SEN Information, to how they can best support individual children in their learning.

The SEN LSAs meet at least half termly for CPD sessions after school, as well as having a weekly meeting.

All staff may attend external courses as appropriate.

How is the effectiveness of the provision made for children and young people with SEND evaluated?

The school closely monitors the progress of all students, including those with special educational needs. The effectiveness of the provision for these students is evaluated by ensuring that they make expected progress in relation to their starting point. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the students themselves.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?

A lunch time and break time Friendship Club is offered to all students, but especially for students who find unstructured time difficult to manage. There is also a Homework Club and Film Club, after school, aimed at supporting students.

Inclusion sports activities will begin in 2016 and students with special educational needs will be encouraged to participate.

How are children and young people with SEN supported to improve their emotional and social development?

We have developed additional support to provide for students requiring emotional and social development in the form of social skills groups. A strong pastoral system now operates for all students in the school including those with special educational needs. This system allocates each child a tutor with whom they can discuss any problems and successes that they may have. Further support groups are available as they may be required.

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

If a young person continues to make less than expected progress, even after provision has been made through the graduated approach, it may become necessary to involve outside agencies. Should this happen, the graduated response will continue to take place, but one or more of the agencies listed below may be involved at any stage of the process, particularly that of assessment. Links to these can be found in the Hull Authority Local Offer at:

<https://www.hullccg.nhs.uk/local-offer/>

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Full details of this may be found in the DfE SEN Code of Practice (2014), but an overview is provided in The Marvell College SEN Policy.

Should a parent/carer need to speak to anyone regarding the education of their child and their special educational needs, the following are some good

starting points:

The school SENCo, contact details as above

KIDS Parent Partnership: 182 Chanterlands Avenue
Hull
HU5 5DJ
Telephone number: 01482 467540
Email address: info@kids.org.uk

All other services can be found through Hull Local Authority Local Offer

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent/carer can then make an appointment to see the Headteacher, during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached, then the Governing Body must become involved.

The school participates fully in receiving requests for information for tribunals or assisting parents/carers in formulating appeals etc.

Review Date:
November 2022