

GREAT MARLOW SCHOOL

Special Educational Needs (Information) Regulation Annual Report

Special Educational Needs Information Regulations Clause 65 states: “all mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis that must be available on the school’s website.”

1. Great Marlow School’s Special Educational Needs and Disability (SEND) Provision

Great Marlow School (GMS) is an inclusive mainstream school that considers the application of all students, regardless of special educational need, therefore, all teachers are teachers of students with special educational needs. The collaborative working of staff at GMS enables all students to progress, regardless of need.

The GMS Special Educational Needs Policy, relates to all students: those with an Educational Health Plan (EHC) and those without such a plan. NB: all points in this policy include all students, those with, and those without, such a plan.

2. Great Marlow School’s SEND Policy identifies and assesses students for SEND

Students are identified as having SEND in a variety of ways:

- transition meetings with feeder primary schools in the summer term
- analysis of student performance data at below age-expected levels
- concerns raised by parents, teachers or students
- liaison with external agencies

Students enrolled in school are identified and assessed as soon as a concern is raised about them.

- Initially, subject teachers are asked for feedback.
- Feedback is collated, and advice is given to staff about how to modify their teaching methods to include suitable differentiation.
- SEN monitor the impact of the changes.
- Different support methods are discussed with the student, to provide support to help them modify their learning methods.
- Parents and carers are contacted to discuss strategies that can be embedded at home in order to support progress at school.

NB: these interventions do not require the student to be placed on the SEN register, as these strategies are available to all students.

Students enrolled in school who require additional support have additional interventions implemented.

If the methods outlined above do not improve the progress of the student, additional interventions may be implemented. The following are examples of additional intervention and provisions offered by GMS:

- Catch-up literacy
- numeracy catch-up
- Lexia
- social skills group
- spelling support
- in-class support from learning support assistants
- key stage 4 study support
- referral to an external agency for further assessment of needs

Students enrolled on any one of the support programmes listed above maybe placed on the SEN register as requiring SEN support.

The progress of students enrolled in school is assessed and reviewed.

All interventions and support offered to students are regularly monitored and evaluated by the SENCO. Adjustments are made accordingly. Effectiveness of provision for pupils with SEN is evaluated in the following ways:

- by the analysis of student progress data
- by pre and post intervention testing and analysis of the data collected
- through observations of lessons
- through feedback from staff and student

3. Great Marlow School's Approach to the Curriculum

GMS adapts the curriculum and learning environment to accommodate all students including those with SEND.

All students have access to a broad and balanced curriculum. Students are placed into bands at the start of Year 7. The three bands, or routes, through the curriculum have been designed to meet contrasting needs. They are flexible paths that respond to the student's changing learning speeds. Band allocations are reviewed by directors of learning on every occasion that attainment data is collected. Should a change of band be contemplated, discussions take place with parents or carers. Further information on bands is on the school website.

All teachers are teachers of students with special educational needs and differentiate the learning material, delivery and support accordingly.

Some examples of differentiation are:

- providing glossaries with simple definitions
- specifically teaching key words and overlearning
- breaking learning into chunks and supporting with visuals
- consideration of seating and groupings
- movement breaks
- providing writing frames and sentence starters

GMS enables all students to participate in extra-curricular activities.

GMS offers a wide variety of extra-curricular activities; these activities are available to all students. The aim of the school is to offer support so that all students can attend trips, visits and other extra-activities where possible. A risk assessment is completed for each trip and the needs of individual students are considered as part of this process.

GMS provides emotional, social and medical support for students.

GMS is committed to supporting students' wellbeing and offers a variety of interventions to assist with this. These include: social skills group, key workers, transition support and counselling.

Through inclusive learning and the wide variety of extra-curricular activities GMS offers, students are able to achieve success, which is an important factor in a student's well-being.

GMS has a Learning Guidance and Support Department (LGS) that provides robust and comprehensive support. It implements the "Every Child Matters" framework by developing strong links with parents, carers and services in the local community. The LGS team works with the directors of learning and all members of staff to ensure that GMS is "creating opportunity, releasing potential and achieving excellence".

The care and development of the children is the concern of all members of staff. Every form tutor is responsible for providing pastoral support to every child in their care. In turn, form tutors receive support from the Learning Guidance and Support Department and the directors of learning.

GMS has a trained member of staff based in the medical room who offers advice and administers medicines. A record of all students attending the medical room is maintained. Students in lesson time who need to attend the medical room for medicines; because they are ill; or because they are injured; must have a note or be accompanied by a member of staff. Students can present themselves during break or lunch. In the event of a student being unable to reach the medical room, a first aider attends them at their location.

4. Great Marlow School's Facilities

GMS facilities include wheelchair access and accessible toilets.

GMS is wheelchair accessible, there are ramps in place to allow wheelchair owners and students with limited movement to access classrooms on the ground floor. The school has a lift allowing access to some upstairs classrooms. If a student cannot access an upstairs classroom, the class is timetabled in a downstairs room. There are three accessible toilets, large enough to accommodate changing.

GMS has experience of working with students with both physical disabilities and visual impairment.

The school works closely with the specialist teaching service, occupational therapy and physiotherapy teams, to ensure that appropriate equipment is available and suitable for students.

5. Training given by Great Marlow School

GMS trains staff in relation to students with SEND.

All teachers are teachers of children with Special Educational Needs and have received regular training regarding different aspects of SEN throughout each academic year.

At the start of every academic year, all staff are introduced to the special educational needs of the new Year 7s from the SENCO. Individual needs of students are reported upon and compared with existing experience of staff. In the event that the need of a student is new to GMS the SENCO will arrange the necessary training for the staff who will be supporting the student.

Learning support assistants meet fortnightly to discuss the support they give and undergo training on various aspects of SEN. Professionals from the specialist teaching service, speech and language therapy and occupational therapy contribute to this training.

In addition, GMS shares good practice with feeder schools and other schools in local network meetings.

GMS seeks specialist training and expertise when necessary.

The SENCO meets termly with the link speech and language therapist and occupational therapist to discuss the needs of current students and to discuss referrals. Referrals are usually discussed with parents or carers prior to meeting with the external professional.

If appropriate the school may advise parents to contact the Child and Adolescent Mental Health Services (CAMHS) via the GP, although there are occasions where it is appropriate for the school to make this referral; again, this follows consultation with the parents and carers.

The school also employs higher level teaching assistants to work with individuals, small groups, or whole classes.

Learning support assistants work with individuals in the classroom. They also work with students in small group or individually.

The SENCO:

- has day-to-day responsibility for the operation of the SEN policy
- coordinates the specific provision on offer that supports students with SEN, including those who have EHC plans

6. Great Marlow School Consultation Process

GMS consults and involves parents and carers of students with SEND.

All students with a statement or EHC plan have an annual review to which the student, parents, carers, relevant external professionals, and key internal personnel are invited. At the meeting the achievements since the last review are discussed and further targets set. The students are encouraged to actively contribute to the review.

Parents and carers are informed if their child is to be placed on SEN support. All parents and carers can arrange to discuss the specific interventions planned.

All students who participate in interventions outside the classroom are given the opportunity to discuss the method of support, and targets set. GMS believes it is vital that students are involved in this process in order to ensure success through their active engagement.

7. Great Marlow School is in Partnership with Buckinghamshire County Council

GMS involves health and social care services; BCC support services; voluntary and community groups; so that SEND students and their families have the best support available.

The school actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire County Council/Bucks Learning Trust. For example, the specialist teaching service; cognition and learning team; pupil referral unit.

As well as these GMS uses the outside agency Health to provide occupational therapists; speech and language therapists; family resilience service; and social care services. All these agencies offer assistance to GMS to ensure that the identified needs of individual children are met.

The school offers a range of extra-curricular activities, some of which are run by outside agencies. If a child has SEND, we will liaise with these agencies (with the permission of parents and carers) to ensure that the needs of a child are met.

8. The Transfer Process between Great Marlow School and other Educational Providers.

GML has in place the following provision for students with SEND, who transfer from another educational provider:

- transition meetings with primary feeder schools
- transition activities with primary feeder schools
- pre-intake sessions with vulnerable students, their parents or carers, prior to county-wide intake day
- intake day and evening
- attendance by the SENCO or head of learning support at the annual reviews for Year 5 transition review meetings, and Year 6 annual reviews
- Connexions support for students in Year 9 and above who plan to transfer
- liaison correspondence with colleges and sixth forms
- high level of support from tutor and director of learning for next steps provision
- the SENCO and head of learning support meet with parents and carers who request a one-to-one session prior to intake

GMS has in place the following provision for students preparing for adulthood and independent living:

- Connexions support for students who plan to transfer to a different educational establishment, apprenticeship or work
- liaison correspondence with colleges and sixth forms
- high level of support from tutor and director of learning for next steps provision

9. Great Marlow School's Communication

GMS communicates with parents and carers in the following ways:

- through the school website
- through parent information evenings
- through the school's prospectus
- through the Bucks Family Information Website – www.bucksfamilyinfo.org

10. Great Marlow School's Key Contacts

The name and contact details of GREAT MARLOW SCHOOL's SEND co-ordinators are:

- Mrs. V. Todd – SENCO
- Mrs L. Laker – Head of Learning Support
- Email: info@gms.bucks.sch.uk
- Tel: 01628 483752

11. Compliments, concerns and complaints

The contact for compliments, concerns or complaints from parents of pupils with SEND:

We would always encourage parents to initially seek a meeting with their child's Form Tutor or Director of Learning as they are often the best placed person to communicate with. However, if parents / carers require specialised information, they should contact the SENCO or Deputy Headteacher:

- Mr. N. Maguire - info@gms.bucks.sch.uk
- Tel: 01628 483752

The school's Complaints policy can be found on the school website under 'About Us' ---> 'Policies & Documents' menu.

The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority.

If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk