



MARATHON SCIENCE SCHOOL

SEND Policy

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Head teacher

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1. Introduction

All members of staff, in conjunction with the Governing Body (trustees), have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils are entitled to a broad and balanced curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.1 Definition of Special Educational Needs and Disability (SEND):

Children and Families Act, Part 3, Section 20.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) 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.

Definition of Disability

“A physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day- to- day activities”. (The Equality Act 2010)

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made. Lack of adequate progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- working at levels significantly below age expectations, particularly in Literacy and/or Numeracy
- presenting persistent emotional and/or behavioural difficulties which have not been managed by appropriate strategies usually employed
- sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- poor communication or interaction, requiring specific interactions and adaptations to access learning

1.2 Curriculum Support is achieved by:

- a) identifying and assessing individual pupil's needs
- b) reporting of pupils' needs to all members of school staff
- c) providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
- d) delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
- e) providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
- f) using outside agencies where necessary and appropriate
- g) monitoring individual progress and making interventions where necessary
- h) Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
- i) Encouraging pupils with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
- j) Making regular reports to trustees regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
- k) Enabling learning support staff and teachers to collaborate effectively.
- l) Ensuring that all staff are vigilant in regard to any potential safeguarding or child protection concerns for pupils with SEND.

2. Structural Arrangements

2.1 SEND Coordinator:

SENDCo
Mr Ramazan Iskir

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014, last revised in 2020) guidelines and school job descriptions.

Governing Body

All trustees are informed of the school's provision, including funding, equipment and staffing. In partnership with the Head of School and key stakeholders, the trustees have responsibility for:

- deciding the school's general policy and approach to meet the needs of pupils with SEND
- ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the school development plan, which includes provision for SEND
- monitoring the policy through the school's self-review procedures
- reporting annually to parents on the school's policy through the website

Head teacher

Head teacher has responsibility for ensuring that this policy is in place, is reviewed and is put into practice by the Head of School

The Deputy Head of School

The D. Head of School has responsibility for:

- in partnership with the Head teacher, setting objectives and priorities in the school development plan, which includes SEND
- overseeing the SEND provision in the school
- informing the Governing body of the above

Assistant Head teacher

- supporting the SENDCo in ensuring all staff understand the Assess, Plan, Do, Review cycle of best practice, that must be followed where there is a concern about an individual pupil
- line-manages the SENDCo
- works collaboratively with the SENDCo to determine school SEND policy and provision

SENDCo

The Special Educational Needs Coordinator (SENDCo) is responsible to the Assistant Head teacher for the management of SEND provision and the day-to-day operation of the policy by:

- disseminating information and raising awareness of SEND issues throughout the school
- managing and developing the roles of Learning Support Assistants, through training and mentoring
- screening and identifying pupils
- coordinating provision for pupils
- supporting the teaching and learning of pupils with SEND
- keeping accurate records of all pupils with SEND
- monitoring departmental delivery of the SEND Policy
- pupils with SEND
- liaising with and advising fellow teachers and support staff
- liaising with other SENDCo, both locally and nationally
- liaising with outside agencies
- contributing to in-service training and external training (as appropriate)
- being involved in preparing the annual SEND report, which the Head Teacher forwards to the Trustees

Curriculum/Subject Leaders

Subject leaders will have responsibility for:

- ensuring appropriate curriculum provision for pupils with SEND
- ensuring appropriate teaching resources are provided to pupils with SEND
- liaising regularly with the SENDCo to ascertain the needs of pupils with SEND

Other Staff

"All teachers are teachers of special needs" (SEN Code of Practice September 2014)

All teaching staff have responsibility for:

- devising strategies and identifying appropriate differentiated methods of access to the curriculum
- recognizing that central to the work of every teacher is the cycle of assessing, planning, teaching, and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes
- monitoring progress of pupils with SEND against agreed targets and objectives

- be fully aware of the school's procedures for SEND
- raising individual concerns to SENDCo

Learning Support Assistants and Teaching Assistants

The Learning Support Assistants, including the Higher Level Teaching Assistant and Teaching Assistants, will:

- support pupils with SEND and the wider school population
- plan and deliver individualised programmes where appropriate
- monitor progress against targets
- assist with drawing up individual plans for pupils
- contribute to the review progress, either in person or with a written report
- work with small groups in or out of the classroom, under the direction of the subject teacher
- support pupils on educational visits, as required
- jointly plan with teachers, where appropriate
- keep departmental documentation up to date
- attend meetings as required

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Inclusion

At Marathon Science School, all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, and the arrangements made for careers' education. Pupils with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities, and co-curricular opportunities.

The school believes that:

- the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment
- staff are entitled to an effective and supportive environment, high quality training, an effective learning environment and good quality advice
- the family and community should work together

2.5 Complaints Procedures

Initially, all complaints from parents or guardians about their child's provision should be made to the SENDCo, who follows this up with relevant staff. However, if a parent or carer is unable to contact the SENDCo they should contact their son's Form Tutor.

2.6 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- recorded views of pupils and parents or carers, particularly at meetings
- recorded views by teachers on pupils' competence, confidence and social acceptability
- measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- evidence of planning and targeted expenditure for SEND
- feedback from departments and outside agencies

- number of complaints received

In association with the Head of School, the SENDCo will produce an annual report that will be presented to Trustees at the beginning of each academic year.

3. Identification, Assessment and Provision

3.1 Identification

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, the results of which are then disseminated to teaching staff via information meetings, through Individual Education Plans, and through the staff meetings.

New Intake Pupils in Year 7

1. Primary Liaison

Any pupil identified as having a "learning difficulty" and who is on SEN Support (K) or has an Education Health Care Plan (EHCP) is referred to the SENDCo. Contact is then made with the primary school if feasible as some of our pupils come from abroad.

2 Initial Screening

The following methods may be used to screen pupils:

1. KS2 tests
2. Initial subject specific tests
3. Cognitive Abilities Test (CAT)
4. Previous school reference

Screening in Other Year Groups

Other screening tests (CATs) are administered when annually as well as formal in school assessments

Staff Referrals

1. If members of staff notice pupils who may need specialist help during the school year, they should liaise with the SENDCo. The Assess Plan Do Review approach will be followed and evidence for that concern must be produced prior to any testing and/or additional intervention being undertaken. Parents must also be consulted and the pupil's view sought.
2. The SENDCo may request additional diagnostic assessment to be undertaken by other professionals.

Referrals by Parents or Carers

1. A pupil's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
2. All parental referrals are acted upon.

3.2 Provision

Teaching pupils with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of assessing, planning, teaching, and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils at Marathon Science School learns and progress through these differentiated arrangements. A Graduated Response is adopted for pupil's identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1 – Quality First teaching by all teaching staff.

Wave 2 - Is initiated where pupils have failed to make adequate progress as identified by the SENDCo through the assessment arrangements as outlined in 3.1.

Criteria for Wave 2 include:

- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns raised by staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs.

Interventions may include:

- additional Literacy and Numeracy learning programs
- smaller group sessions
- appropriate teaching groups / sets
- group support on a regular basis
- 1:1 interventions as required
- additional staff training
- supported home boarding learning clubs

Wave 3

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school will seek advice and involvement from external support services. They are requested to:

- provide specialist assessments
- give advice on teaching strategies or materials
- provide short-term support or training for staff

Statutory Assessment / Education, Health and Care Plans

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern. This may lead to the pupil being provided with an EHCP. The SENDCo who is responsible, on a daily basis, for providing support and mentoring, allocates pupils with Education, Health and Care Plans a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Learning Support Assistants are fully involved.

3.3 Continuous monitoring of individual progress

Monitoring of individual progress is completed regularly by subject areas through procedures described in the school's Assessment Policy.

3.4 Provision of an appropriate curriculum

Through the development plans and in conjunction with EHCP provision for pupils with SEND is regularly reviewed and revised. It is the responsibility of individual subject areas to ensure that the requirements of the subject curriculums are met for those pupils with SEND.

3.5 Provision of Curriculum Support

The SENDCO can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- planning with individual members of staff/departments
- selection/design and preparation of suitable materials

- selection/design of teaching strategies

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCo can assist by:

- planning appropriate programmes of work
- preparation of relevant and differentiated materials
- team and individual teaching
- helping to facilitate a wide range of teaching and learning styles
- evaluating and reviewing what has been achieved

c) Withdrawal

Some pupils with special educational needs may be withdrawn to take part in 1:1 or small group sessions; the withdrawal of pupils is kept to an absolute minimum, in accordance with Marathon Science School's inclusive ethos.

d) In-service Training (INSET)

- The SENDCo can provide INSET for Early Career Teachers and other new staff on Code of Practice procedures at Marathon Science School.
- Individual departments can ask for INSET from the SENDCo as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.6 Allocation of Resources

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEND through delegated and designated budget.

4. Partnership

4.1 In school

- The SENDCo liaises closely with SLT and tutor.
- Information and concerns are always discussed with the appropriate member of staff
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

The school actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures
- Parents are actively encouraged to help their child in many ways, for example, regularly listening to their child reading and learning spellings
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the pupil's planner

4.3 Pupils

We acknowledge the pupil's role as a partner in their own education.

- Pupils are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets
- Pupil views are recorded as part of the review process and their views are valued and listened to

4.4 External Support

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the pupil. The main external support agencies used includes (this is not an exhaustive list):

- The Educational Psychologist
- The Child and Adolescent Mental Health Service (CAMHS)
- (Connexions) Service for Young People
- Speech and Language Service
- Occupational Therapy
- SENDIASS Special Educational Needs and Disability Information Advice and Support Service, formally called the Parent Partnership service
- Social Care

4.5 Between Schools

The SENDCo liaises with other SEND Coordinators on the transfer of SEND pupils.

4.6 Transfer Arrangements

All documentation about special needs included in a pupil's record is transferred between schools. The SENDCo deals with specific enquiries. The records of pupils who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last review is forwarded to Post 16 placements.