

MARSHALLS PARK ACADEMY: SEND INFORMATION REPORT 2023-2024

The kinds of Special Educational Needs that are provided for at Marshalls Park School

In compliance with the SEND Code of Practice 2014, the SEND Department provides support across the four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Information about the school's policies for identification and assessment of pupils with SEND

Pupils are identified and assessed through various means, as stipulated under Section 6 of the SEND Code of Practice 2014:

- Transition meetings with feeder schools
- KS2 results and progress data
- Standardised reading assessment for the whole cohort (starting 2023)
- Teacher referrals through an internal system
- Parent and pupil referrals

SENCO

Mr Glenn Pilley can be reached via:

- 01708 724134 (through the main school office)
- pilleyg@mpa.swecet.org

Arrangements for consulting parents and involving them in their child's education

In line with Section 19 of the Children and Families Act 2014, parents will be consulted:

- When their child is placed on or removed from the SEND register
- At least once per term to review their SEND support plan

Arrangements for consulting young people with SEN and involving them in their education

In accordance with the SEND Code of Practice 2014, we provide:

- Frequent opportunities for SEND students to approach staff
- Person-centered reviews during Year 6 to 7 transition
- Inclusion of SEND students in parental meetings
- Year 7 students complete an "About Me" profile during transition events

- EHCP students are invited to their annual review meetings

Arrangements for assessing and reviewing pupils' progress

In line with the graduated approach as recommended in the SEND Code of Practice 2014:

- Termly data tracking
- SEND Support Plans reviewed termly
- EHCP annual reviews
- SENCO is contactable for all SEND pupils and parents

Arrangements for supporting transitions

In compliance with Section 8 of the SEND Code of Practice 2014:

- Transition meetings occur between Year 6 to 7 and Year 11 to further education
- Students with EHCPs will have person-centered reviews at transition stages
- A three-day transition experience is provided for Year 6 students

The school's approach to teaching pupils with SEND

In line with the Quality First Teaching approach:

- Appropriate adapted learning guided by SEN support plans and responsibility placed on the classroom teacher
- Additional adult support in classroom
- Reduced class sizes where appropriate
- Personalised provision through time-limited programmes and adapted resources

Adaptations to the curriculum and learning environment

In accordance with the Equality Act 2010:

- Targeted groupings
- Differentiated resources and teaching styles
- Access arrangements for tests/examinations
- Additional adult support
- Adapted timetable pathways that provide a small number of SEND students with a broad and balanced curriculum that differs slightly our normal offer

Expertise and Training of Staff

- SENCo holds the NASENCO qualification and CPT3A
- LSAs have completed National College online courses and are encouraged to continue CPD on this platform and through courses provided by the Local Authority.

- All staff attend fortnightly CPD sessions on various SEND topics
- Specialist expertise is engaged from external services like ADD-Up, Havering EMA support, CAMHS, and Havering CAD 5-19 team

Evaluating Effectiveness

- Termly impact tracking following the graduated approach as recommended in the SEND Code of Practice 2014
- Progress and evaluation are reported to the Trustees and posted annually on the school website

Inclusion and Activities

In line with the Equality Act 2010, we ensure that all children, including those with SEND, are fully included in all activities to promote the highest levels of achievement.

Support for Social Emotional and Mental Health

- Pastoral and Ready For Learning (RFL) teams provide a range of support services
- Support sessions and groups are provided by pastoral and SEN staff

External Support

In line with Section 26 of the Children and Families Act 2014, we collaborate with various bodies provided by the Local Authority listed below. The SENCo feedback to services on the effectiveness of the provision.

- SEND Advisory Teachers
- Educational Psychologists
- Children and Family Services
- Behaviour Support
- Speech and Language Therapists

Complaints Procedure

Complaints should first be directed to the SENCO. If unresolved, the standard school complaints procedure should be followed.

Looked After Children with SEND

The SENCO collaborates with the Designated Safeguarding Lead to support looked-after children with SEND.

Accessibility

In compliance with the Equality Act 2010, the school provides facilities like lifts, ramps, and disabled toilets to support disabled children.

Local Offer

Information about the Havering Local Offer can be found at www.havering.gov.uk/directory

SEND Information Report - G Pilley 11.09.2023

To be reviewed: 01.09.2024