

Policy – Special Educational Needs & Disabilities

Marshall Centre is committed to providing a welcoming, inclusive, safe and supportive culture and environment which enables all of its students, including those with Special Educational Needs and Disabilities (SEND), to make progress towards qualifications and personal goals.

Marshall Centre strives to enable students with SEND to overcome any barriers to learning, life and work that they may experience by:

- Making any reasonable adjustments for individuals as required (see Policy-Reasonable Adjustment).
- Promoting inclusive learning and teaching.
- Offering person-centred progression pathways.
- Providing appropriate and specific learning support to meet individual needs.

SEND and Learning Support provision at Marshall centre will reflect the requirements laid out in:

- The Special Educational Needs and Disability Code of Practice.
- The Children and Families Act (2014).
- The Special Educational Needs and Disability Regulations (2014).
- Equality Act (2010).

A student has SEND if they have a learning difficulty or disability which calls for special educational provision and/or reasonable adjustments to be made for them.

Students are identified as having a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream provision.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young people of the same age by mainstream providers.

The SEND Team at Marshall Centre will:

Raise awareness of SEND throughout Marshall Centre.

- Monitor the effectiveness of the special educational provision offered.
- Work to determine the strategic development of the SEND Policy and special educational provision.

- Be responsible for the operational implementation of this SEND Policy and the coordination of specific provision designed to support students with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality learning experiences.
- Advise on the graduated approach to providing SEND support (Assess, Plan, Do, Review).
- Be the point of contact for external agencies, especially Local Authorities and their support services.
- Liaise with feeder schools and providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Senior Leadership Team (SLT) to ensure that the centre meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the centre keeps the records of all students, including those with SEND, up to date.

Teaching and Learning staff will be responsible for:

- Promoting the personal, social and academic progress and development of every student including those with SEND.
- Working collaboratively with the SEND team and any external specialists to inform, plan, implement and evaluate support and interventions in the learning environment.
- Working with the SEND Team to review the progress and development of students with SEND and making any changes required to the support and provision being received that the student may benefit from.
- Ensuring they follow the SEND Policy.

Identifying students with send and assessing individual needs

To ensure successful transition for students with SEND, members of the SEND Team will communicate with SENCos from feeder schools and parents and carers to discuss the individual needs of any prospective students. These meetings focus on planning and preparing to meet the existing, expected and emerging support needs of students in order to enable individuals to access and progress onto appropriate study programmes.

Opportunities are provided for all prospective and existing students to privately disclose any learning need, disability or accessibility issue they may have. The Learning Support team follow up SEND disclosures and referrals and work constructively with students to assess their needs, make reasonable adjustments as required and provide a range of support both in and out of class as appropriate and specific to individual needs.

Each student identified as requiring learning support will have a Learning Support Plan (LSP) in place which records the outcome of their needs assessment and support arrangements. Different forms of support for students with SEND will be monitored, evaluated and adapted as necessary to ensure they are working effectively and reflect and respond to the existing, emerging and changing needs of students.

Evaluating support and reviewing progress

All teachers and support staff who work with students with SEND will be made aware of their individual needs, the outcomes sought and goals or targets agreed, the support available and any learning strategies or approaches that have been deemed particularly effective.

Support provided for students with SEND will be tracked through Learning Support Plans, Support Meetings and Progress Reviews.

The SEND team will regularly review the effectiveness and impact of the support and interventions by reviewing each student's progress towards their agreed targets/ goals and through holding Annual Reviews for those students with an Education Health Care Plan (EHCP).

Training and Development

Marshall Centre is committed to ensuring that all staff receive up to date, relevant and appropriate SEND information and training and development opportunities to promote:

- SEND awareness and support strategies.
- Person-centred approaches to meeting individual needs (inc. reasonable adjustments).
- The role, function and effective utilisation of Learning Support staff.
- Inclusive learning and teaching.

SEND training and development opportunities will aim to embed the necessary knowledge and skills needed for staff to enable students with SEND to learn and progress in an inclusive, safe and supportive environment. Staff awareness and understanding of SEND will be monitored and reviewed with any arising staff needs being addressed through further training and development opportunities