

Marland School

SEND Information Report

Marland School vision	“Our children are an untapped resource of positive potential. Our aim, in partnership with parents / carers and support professionals, is to fully meet the individual social, emotional, behavioural, mental health and learning needs of each and every child. To personalise our predominately positive based approaches to enable each and every one to flourish and develop into happy, independent, emotionally literate, well educated, socially confident and productive members of society”.
Type of School	<p>Marland is one of 9 special schools in the Devon wide SENTient Co-operative Foundation Trust and is maintained by Devon Local Authority.</p> <p>Marland is commissioned by Devon County Council Local Authority to provide special school based education for pupils / students with have an EHCP for Social, Emotional [Behavioural] and/or Mental Health Difficulties (SEMH) and/or associated additional complex needs.</p> <p>The school caters for the needs of Year 2 – Year 11 students and offers the following special school provision based on three separate sites across North Devon (single DfE number). The Devon County Council Local Authority commissioning remit is:</p> <p>Primary Day School Co-educational day education for up to 30 Year 2 – Year 7 pupils from the North Devon area (currently boys only on roll). Location: Bideford.</p> <p>Secondary Day School Co-educational day education for up to 36 Year 7 – Year 11 students from the North Devon area (currently boys only on roll). Location: Roundswell, Barnstaple.</p> <p>Residential School Boys only residential provision for up to 40 Year 6 – Year 11 students from across the whole of Devon. Location: Peters Marland, Torrington.</p> <p>Our aim is to provide high quality, personalised support, care and education to each and every one of our pupils / students. Our ultimate aim is that each child will develop into happy, independent, well-educated and socially confident young adults with a positive place in society.</p> <p>All pupils / students have an Education Health and Care Plan (EHCP) which is maintained by a Local Authority.</p>

	<p>The school's approach to meeting our pupils' / students' individual social, emotional, communication and learning needs is based on '<i>personalisation</i>'. This means that wherever resource levels permit, we are committed to striving to meet needs, interests and preferences wherever we can with our constantly evolving curriculum structured accordingly.</p> <p>We are a school first and foremost and proud of our pupils / students and their achievements!</p>
<p>Our Ofsted ratings</p>	<p><u>Education</u> and Social Care [joint] Inspection 22-24 November 2016: <u>GOOD</u> in all categories.</p> <p>Social Care Inspection 22-24 November 2017: <u>GOOD</u> in all categories.</p>
<p>What we do to help our pupils / students who have special educational needs</p>	<p>The complete working of the school is based around meeting the individual needs of each and every student, wherever possible on a personalised basis.</p> <p>All staff receive ongoing training in SEMH related aspects of professional development to help them to understand and meet students' needs and also assist them to maximise their personal and academic progress, achievement and development.</p> <p>In order to support this the school has invested heavily in the 'THRIVE' methodology of emotional and social developmental approaches, including assessment and progression of need in relation to this fundamental aspect of child development.</p> <p>The school works in partnership with a number of different external professional agencies (Social Services, Health, CAMHS, Speech & Language Therapy Service, Educational Psychology Service, Careers South West, YOT, EWS, Police, etc.). In addition, it also directly commissions additional support from a confidential 'Counsellor' and 'Play Therapist' where need is identified.</p> <p>The school also provides a broad range of high quality sport / leisure and other skills based services in order to motivate, engage and further develop our pupils / students, many of whom have extensive prior histories of disengagement from, and failure with, their learning.</p>
<p>How we adapt our teaching to suit the pupils / students</p>	<p>All pupils / students:</p> <ul style="list-style-type: none"> • are taught in small class groups of 5-7 children. • have access to high quality ICT including a range of PC and Apple computers / tablets, peripherals, interactive smart screens and generic / specialist software to match both their needs and the requirements of the broad range of subjects on offer. • have individualised learning and behaviour plans following consideration of their complex needs and abilities. This means that each one has a differentiated / personalised curriculum modified to meet their needs and strengths.

	<ul style="list-style-type: none"> • are provided with a range of teacher strategies and approaches based on a full understanding of their needs and where possible their preferences, to maximise their engagement with learning and emotional development. • are baseline assessed on entry to determine their actual stage / level of knowledge / ability on admission to Marland. They are then set work that is challenging but realistically achievable through means of structured personalised targets and planned personalised programmes of study / curriculum. • are then assessed by the teaching and learning staff on a regular termly basis to maximise progress, achievement and attainment. • at secondary age are given the opportunity to take national qualifications in a broad range of subjects, including the important core ones of English and Maths as soon as they are ready. They are also encouraged to retake them at a later stage to improve their grades, maximise their post 16 transition options and increase their self-esteem and confidence.
<p>How we decide what resources we can give to the pupils / students</p>	<p>The school's budget is divided so that all pupils' / students' needs are met on an equitable but needs led basis.</p> <p>The school employs Teaching Assistants (TAs) to support Teachers and Instructors to deliver effective, accessible learning to whole class groups. They are also deployed to support 1:1 literacy and numeracy targeted intervention support on an assessed needs led basis. TAs are not deployed for individual student's sole access.</p> <p>All subject coordination Teachers/Instructors have access to a subject budget which they can deploy under the guidance of senior staff to enhance and develop their subject specific approaches and resources accordingly.</p> <p>All students at the residential school are provided with free school meals at appropriate times. At the two day schools all pupils / students have access to a free breakfast (dependent on arrival time), in addition to a midday meal, either on a purchased or provided basis dependent on circumstances.</p> <p>Throughout the year on a weekly basis pupils / students have access to a range of risk assessed off-site activities. These are mainly provided through on our extensive outdoor learning and enrichment programmes.</p> <p>National accreditation in a broad range of academic, vocational and skills based topics is prioritised for all students from Year 10 onwards (although a minority of students have achieved some qualifications from as early as Year 8).</p> <p>The school has a high proportion of pupils / students eligible for 'Pupil Premium' and a regularly reviewed and updated plan for targeting this money to maximise these designated children's progress and needs is in place.</p>

<p>How we check that a pupil / student is making progress and how parents are kept informed</p>	<p>Assessment is a key area in school to ensure that all pupils / students make expected progress in line with their abilities and special educational needs. This begins with baseline assessment on admission to Marland School. Progress is then measured from this baseline starting point on a scheduled termly cyclic basis.</p> <p>Staff also assess / mark pupils / students work on a regular basis in accordance with our standard marking policy using ‘formative’ approaches to help them to understand what they need to do to improve.</p> <p>Interventions are planned if pupils / students are identified as requiring additional support to address their needs, mainly focussing on Literacy, Reading and Numeracy.</p> <p>These can include further tests to identify any underlying specific needs, small sub group reinforcement sessions, 1:1 regular short sessions with a qualified intervention TA or other specialist commissioned support where appropriate.</p> <p>Parents & Carers are kept informed:</p> <ul style="list-style-type: none"> • through regular contact by a combination of Class Tutors and allocated Keyworkers • Annual Person Centred Reviews • Bi-annual Achievement / Progress Reports. <p>Where appropriate we offer parents regular advice and support to help them to work with the school in meeting their child’s specific needs.</p> <p>In addition:</p> <ul style="list-style-type: none"> • A termly Newsletter is produced and posted out to parents & carers. • The School’s comprehensive website has been redesigned to facilitate ease of access to information. • ‘Open Days’ on each school site have been expanded to provide a termly opportunity for families & carers to visit their child’s school and discuss progress face to face with staff.
<p>Support we offer for the pupils’ / students’ health and general well-being</p>	<p>Pastoral, medical and social support is offered to pupils / students where need dictates.</p> <p>Support for the emotional and social development of pupils / students comes from all staff who have all received THRIVE awareness training in addition to other SEMH related training. The school also commissions pupil / student Counsellor / Play Therapy additional confidential support where required.</p> <p>The administration of medicines is undertaken by appropriately trained staff in accordance with the Boots Chemist Monitored Dosage system where appropriate. This is externally audited on an annual basis to ensure safe and consistent approaches are deployed at all times.</p>

Behavioural issues are addressed on an understanding, nurturing and supportive basis wherever safely possible in accordance with our remit to meet SEMH need and our associated 'Behaviour Policy'.

The school tries hard to avoid / minimise exclusions wherever safely possible and for the majority of pupils / students this is not an issue. However, for a small minority the school works closely with the Local Authority to try to achieve viable alternatives on the occasions where an individual student's needs cannot be met (either on educational, welfare or safety grounds) by the school's level of resource.

The school works hard at maximising attendance and engagement with learning for all students. This includes first day follow up calls for all student absence, regular meetings with the DCC LA Education Welfare Officer to drive action plans for persistent non-attenders which includes provision of appropriate incentives and sanctions to encourage regular attendance. The aim of the school is to maximise attendance for all pupils / students.

Children are encouraged to voice their views through the 3 School Councils (one at each school site). These 'Councils' have representation from across the pupil / student cohort:

Residential School: This meets on a half termly basis during the school day. This is chaired by a designated student, supported by a key member of the Teaching & Learning Staff and holds a delegated budget. The outcomes of these council meetings are shared with all students through a combination of tutor group meetings, celebration meetings and school noticeboard display.

In addition, due to the residential nature of this school, the following meetings are also held:

- 'Lounge' meetings with designated Care Staff on a half termly basis to discuss / debate issues pertinent to the extra-curricular elements of the residential provision.
- Confidential 1:1 supervision between Residential Care Staff Keyworkers and their allocated 'Key' students are held on a minimum half termly basis to enable students' voice their personal / individual thoughts, opinions and/or issues.

Secondary Day School: This Student Council meets on a termly basis during the school day. It is chaired by a designated student, supported by a key member of the Teaching & Learning Staff and holds a delegated budget. The outcomes of these council meetings are shared with all students through a combination of tutor group meetings, celebration meetings and school noticeboard display.

Primary Day School: A framework for this newly opened provision is currently under consideration, with a view to commencing in the Spring Term 2018.

	<p>In addition, all pupils / students are strongly encouraged to express themselves appropriately and as such confidential 1:1 supervision between key staff and individual students can be held on a needs led basis to enable students to appropriately voice their personal / individual thoughts, opinions and/or issues.</p> <p>Student 'Voice' opinions are also sought through the following approaches.</p> <p>All sites:</p> <ul style="list-style-type: none"> • our written biennial confidential student questionnaire (mirrored by a similar one to parents). <p>Residential school site:</p> <ul style="list-style-type: none"> • by the annual questionnaire required by Ofsted Care Inspectorate. • a new confidential / anonymous '<i>Suggestions</i>' box. • a new facility of 'Drop-in' sessions for gaining student views called '<i>Back-chat</i>'.
<p>Specialist external services we use when we think extra help is needed</p>	<p>The pupils / students have access to the following external services on a needs led referral basis:</p> <ul style="list-style-type: none"> • Speech and Language Therapist • SEMH experienced Educational Psychologist • School Nurse • Social Worker (<i>for CP Plan, CiN or CiC where allocated</i>) • Social Care Early Help (i.e. YIT / IFIT) • YOT • CAMHS • GP & Dental services (<i>residential students</i>) • Counsellor / Play Therapist (<i>commissioned</i>) • South West Careers Service <p>Should any other specialist service be required, the school is committed to lobbying the LA for such additional provision or where viable (both practically and financially), commissioning it direct.</p> <p>Any equipment / facilities required will be provided wherever possible from the school budget; where not possible assistance will be formally requested from the LA or Social Care.</p>
<p>Staff expertise and training</p>	<p>The school currently has more approximately 100 staff across its 3 school sites, covering a range of roles. All staff are appropriately qualified (or undergoing training) to fulfil their designated duties, with a significant majority having considerable experience in this SEMH specialist field. Staff training and development is given high priority across the whole school.</p> <p>All pupil / student contact staff receive regular awareness raising / training in:</p> <ul style="list-style-type: none"> • Safeguarding & Child Protection related issues (<i>including PREVENT & CSE</i>) • Health & Safety related issues • THRIVE (Emotional Development) • PIPs (de-escalation / safe low level physical intervention).

	<p>All Teaching & Learning staff receive regular awareness raising / training in the latest:</p> <ul style="list-style-type: none"> • Curriculum developments / requirements • Assessment and progress tracking methodologies. <p>All Residential staff receive regular awareness raising / training in a range of pertinent areas related to, but not limited by, the Ofsted NMS requirements.</p> <p>In addition to the above, a range of ongoing training is provided according to need / designation (i.e. First Aid, H&S, role skills, systems, safeguarding, etc.).</p>
<p>Inclusion in school activities and trips</p>	<p>The school plans regular activities and trips as part of its day and extra-curricular activities.</p> <p>All such trips are free of charge to pupils / students and all have equitable access on a fully risk assessed basis (child / activity / environment / staffing ratio). Reasonable adjustments are always put in place to ensure fair and equitable access wherever possible.</p> <p>Parents / carers are fully consulted at the outset.</p>
<p>Our school environment</p>	<p>The school buildings are fully accessible for our current SEMH pupil / student cohort. The building on the relatively newly constructed Secondary Day School site are fully DDA compliant and the slightly older Primary School building is predominately so. The older buildings on the Residential site are not fully accessible for people with a significant physical disability (i.e. wheelchair users), although following major construction works over the past year they are becoming more so – please refer to the Marland published ‘Accessibility Plan’.</p> <p>The staff are very aware of the needs of our pupils / students - classrooms and other learning environments are structured carefully with their needs in mind. This is then reviewed and modified to suit the personalised needs of each child on an ongoing basis.</p> <p>There are separate social areas for the different student age groups on each site to facilitate more age-appropriate space and interactions.</p> <p>Building Developments</p> <p>Residential School site:</p> <ul style="list-style-type: none"> • September 2014: the newly constructed Sports Hall was opened. • April 2018: the newly constructed 28 single bedded Residential Accommodation Block was opened (Phase 1). • April 2018: the extensive development / refurbishment / upgrading of the existing aging residential accommodation commenced. Phase 2 works were completed and opened to students in September 2018, with the final Phase 3 works scheduled for completion by the end of the Autumn Term 2018.

	<p>Secondary Day School:</p> <ul style="list-style-type: none"> • Opened as a purpose designed new build in September 2012. No further significant building developments since. <p>Primary Day School:</p> <ul style="list-style-type: none"> • An existing Adult Day Care Centre was redesigned, converted and opened as our SEMH Primary provision in September 2018. Ongoing enhancements works are scheduled for the remainder of the academic year (additional external play & learning facilities, further refurbishment works, etc.).
<p>How we prepare for children and young people to join our school and leave our school</p>	<p>Transition either into, or out of, our specialist school is a very important time for our pupils / students if it is to stand a good chance of success.</p> <p>Referral / Admission to Marland</p> <p>All pupils / students at the school will have an EHCP maintained by a Local Authority (usually Devon but occasionally from other Local Authorities where a child is residing in Devon).</p> <p>When a place is requested at our school by a Local Authority this is always made through the Devon LA 0-25 SEND Team commissioners based at County Hall in Exeter and reviewed by this team on a minimum weekly basis. For more detailed arrangements please refer to the 'Student Admissions' guidance on the Marland website.</p> <p>It is possible for informal visits by parents / carers / Social Services if they are considering placing a child at the school. These can be arranged with the appropriate school site using the contact details on the Marland website.</p> <p>If a potential student is referred to Marland then the following process occurs:</p> <ul style="list-style-type: none"> • Analysis of all documentation associated with the child • Home / existing school placement observation visit by Marland staff (<i>optional - dependent on identified need</i>) • Pre-interview viewing of the school by parents / any associated supporters if requested (<i>existing staff / teacher, Social Worker, etc.</i>) • Combined interview with child, parents and any associated supporters by senior school staff • Preparation of a personalised induction pack and process. <p>A phased start may be helpful in certain cases and this can usually be facilitated by mutual consent between parent, school and LA (only applicable to our two Day schools for logistical reasons).</p> <p>Transition from Marland</p> <p>When a pupil / student moves on from Marland, either unexpectedly mid-term or at planned phase transition stage at ages 11/12 or 16, the school always strives to make this process as positive an experience as possible:</p>

Transition at the end of Year 11:

Extensive preparation is undertaken to prepare all outgoing Year 11 students for the next positive phase in their young adult lives.

This includes:

- Full ongoing consultation with them regarding their future career aspirations from as early as Year 9 onwards. This includes personalisation of curriculum offerings to match their career aspirations wherever realistically feasible.
- Facilitation of appropriate Work Experience placements to give students a chance to experience a realistic work environment and help them to make informed choices.
- School facilitation of residential Armed Forces '*Look at Life*' courses for those students interested in this possible future career option.
- Staff supported visits (student & parent where possible) to potential post 16 educational provisions in Year 10/11 to help them to make informed choices.
- Staff supporting students in their placement interviews (Post 16 Colleges, etc.).
- Staff assistance with the application processes for such post 16 provisions.
- Coordination of associated relevant professionals to support the young person through this transition phase.
- Supporting students with transport training to ensure that they are able and confident to travel to their new destinations (i.e. bus / trains, facilitation of taking CBT compulsory bike/moped training as a value added qualification – residential school only).

Preparation for adulthood / Independent living is a priority and all students receive a wide range of support from Year 9 onwards to develop the skills and experiences they require; these being achieved by a variety of means:

- formally through the diverse and broad personalised curricular and extra-curricular offerings
- informally through the extensive THRIVE based advice, support and guidance provided by Marland staff at all times
- facilitated by staff utilising appropriate external support agencies / professionals
- Residential Site: Dedicated 'Independent Living Flat' programme for all Year 11 students.

Unexpected transition mid-term

It is difficult to plan for the unexpected, however if a pupil / student's placement at Marland [unusually] ceases suddenly, the school is committed to supporting the transition to a position alternative placement to the fullest degree within its remit.

At a minimum this will involve the fast tracking of all records and information held by Marland to the new designated placement, guidance to the 0-25 SEN Team to assist them to facilitate as prompt and smooth as possible positive transition and ongoing support where feasible / appropriate by school staff to support the child (and parents) through this potentially stressful period.

<p>How parents & carers are involved in school life</p>	<p>Parents & carers are an essential part of the school community and the school has a pro-active approach to involving them in decision-making and the day-to-day school life, therefore we communicate with them through various ways. This includes:</p> <ul style="list-style-type: none"> • Regular planned positive (in addition to reactive) contact by designated 'Key' staff allocated to each individual student via phone, text and or email; whichever is the parental preference. • 'Open Door' policy for parents to meet face to face with Key and/or Senior Staff (as appropriate) to help to positively discuss and resolve any issues at as early a stage as possible. • Termly 'Open Events'. • Newsletter information sharing. • Biennial Parent / Carer Questionnaires seeking viewpoints & annual Ofsted Questionnaires at the Residential School site (more frequent / different inspection regime). • Regular school promotion of 'Ofsted Parent View' website to encourage parents and carers to give their viewpoint. • Strong welcoming encouragement to all those with parental responsibility to attend all meetings held around their child (i.e. PCR, TAC, CiC, CiN & PEP reviews, etc.). • Should a parent / carer's first language not be English or they are deaf and use BSL to communicate, then the school would arrange for an appropriate interpreter / communicator to be present to aid effective communication.
<p>Who to contact for more information or to discuss a concern</p>	<p>If a parent / carer wants to discuss a concern about their child enrolled at the school, the FIRST point of contact should be:</p> <p>Residential School:</p> <ul style="list-style-type: none"> • The child's allocated Class Tutor (<i>School based issue</i>) • The child's allocated Key Worker (<i>Residential based issue</i>) <p>Primary / Secondary Day Schools</p> <ul style="list-style-type: none"> • The child's allocated Class Tutor (<i>School based issue</i>) <p>If there are still concerns after making this initial contact then the SECOND point of contact should be:</p> <p>Residential School:</p> <ul style="list-style-type: none"> • Harry Hobbs – Assistant Head (<i>School based issue</i>) • Mark Bithell - Headteacher (<i>School based issue</i>) • Gareth Maclver - Head of Pastoral Care (<i>Residential based issue</i>). <p>Secondary Day School</p> <ul style="list-style-type: none"> • Matt Walder – Assistant Head • Mark Rendell – Headteacher. <p>Primary Day School</p> <ul style="list-style-type: none"> • Allan Lawrence – Assistant Head • Ross Davage – Headteacher

	<p>If parents or carers would like to visit the school please contact the Admin Staff at the appropriate school site:</p> <p>Residential School: 01805 601324</p> <p>Secondary Day School: 01271 335500</p> <p>Primary Day School: 01237 876300</p> <p>or email: admin@marland.devon.sch.uk (both sites)</p> <p>If there is a complaint, please contact:</p> <p>Residential School:</p> <ul style="list-style-type: none"> • Mark Bithell - Headteacher (<i>School based issue</i>) • Harry Hobbs – Assistant Head (<i>School based issue</i>) • Gareth MacIver - Head of Pastoral Care (<i>Residential based issue</i>). <p>Secondary Day School</p> <ul style="list-style-type: none"> • Mark Rendell – Headteacher. • Matt Walder – Assistant Head <p>Primary Day School</p> <ul style="list-style-type: none"> • Ross Davage – Headteacher • Allan Lawrence – Assistant Head <p>Whole School:</p> <p>In the unlikely event that none of these routes are successful then please contact:</p> <ul style="list-style-type: none"> • Executive Principal – Keith Bennett on 01805 601324.
The Local Offer	<p>For any information around Devon’s Local Offer please refer to:</p> <p>https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</p>
Date of document	<p>Our offer to children/young people with special educational needs was updated on 19th October 2018.</p> <p>It will be reviewed by Governors on an annual basis (01.11.18).</p>