

Marland School

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

**This policy was adopted by the Governing Body
on 8th October 2025**

Review Date: 8th October '25

To be reviewed: September '26

This policy is written with regard to:

- The SEND Code of Practice: 0 to 25 years, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

ETHOS

Marland School is a multi-site special school for students who have an *Education, Health Care Plan* in which the primary need is identified as Social, Emotional, Mental Health needs (SEMH), with many experiencing secondary / additional special educational needs. Marland is a school first and foremost, so our approach is an educational one focused on teaching and learning. Some emotional and behavioural problems result from the frustrations associated with other learning difficulties. These other problems may only become apparent once a student's behaviour has settled and they begin to be motivated enough to access their learning.

AIMS

- To organise the school in such a way that students with social, emotional and/or behavioural difficulties are supported, motivated and enabled to achieve success through personalised learning.
- To help students overcome their social, emotional and/or mental health difficulties.
- To support students in managing their complex needs, for example a diagnosis of ASC or ADHD, and resultant behaviours.
- To identify and ameliorate other learning difficulties and/or learning delay, in particular SpLD, and numeracy / literacy difficulties.
- To help develop skills for independence and to identify a pathway which will enable them to make a positive contribution to British society.
- To maintain close contact with the home: making parents and carers welcome in the school and to enable them to play a full part in the education of their children.

OBJECTIVES

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of students;
- providing staff with regular opportunities to discuss students' needs
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on students can be collected, provided and processed systematically;
- acting promptly on decisions made

THE ANNUAL REVIEW PROCEDURE

Annual reviews are carried out at Marland School in line with the requirements of the EHCP.

A date is set at the beginning of the year/term for the Annual Reviews to be held. The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings, alongside all other professional bodies. All reviews are currently organised and completed through the EHC Hub where all the information is collated and able to be seen by all relevant parties.

We aim to set reviews for Years 6,9 and 11 in the Autumn term due to them being the transition years.

The reviews are held as follows:

Informing parents and other professionals: Six weeks before the set date for the annual review a letter or email is sent out to invite parents and any professionals involved with the student to the meeting. Follow up phone calls are made where appropriate.

Gathering information:

The following information is collated for the review:

- An up to date Provision Map of the needs of the student and how they are met.
- the latest Pupil Profile and individual learning plan or learning journey that details intervention support and student progress.
- recent Assessment Summary.
- record of attendance.
- speech and language assessment if the student has complex language difficulties.
- speech and language report if the student receives SALT.
- EP report if needed.
- physiotherapy report if needed.
- medical reports if appropriate.
- other relevant reports or information.

Attendance at the review:

Parents, carers and all professionals who are currently involved with the student receive an invitation to attend the review. If professionals cannot attend, they will be asked to submit the written report in advance of the review.

At EHCP reviews the key professionals are Care [Social Worker] and Health [CAMHS]. Marland school makes every effort to identify the relevant professionals and to invite them to contribute to the review. Professionals involved may include:

- Counsellor
- Speech and Language Therapist
- Psychiatrist
- Educational Psychologist
- Careers Southwest Adviser (at years 9 & 11 reviews)
- SST SEN Team Case Worker / Manager
- Other pertinent / associated professional

If the parents cannot attend the review on the date or time offered every attempt will be made to agree a mutually convenient time and date. If parents are unable to attend, then issues that need to be raised will be discussed on the telephone/Zoom/Team's meetings. Every effort will be made to enable parents to attend the annual review.

The Role of the Educational Psychologist:

The EP is not necessarily involved in Reviews at Marland but may be involved in an assessment of a student if there is a specific need or request:

- the Heads of Education co-ordinate the EHCP review process. They or a senior practitioner with direct oversight for the child will chair the meeting.
- at the end of the review the EHCP is completed and placed within the hub.
- the decision to amend the Education Health and Care Plan or funding banding allocation is made by the LA although the school will make recommendations based on the evidence gathered in school.
- when the LA has received the review papers and no changes are needed the LA then informs the school in writing through the hub and the student review papers are placed in the student file.
- when changes are made to the Education Health and Care Plan the LA informs the school in writing through the hub and the amended EHCP then follows; the amended EHCP is then placed in the student's file.

Partnership with outside agencies:

- The co-ordination of work with agencies takes place through the respective Marland Headteachers who have an oversight of a team working around the child. All case notes and discussion are minuted, placed on file and actions recorded through the hub.

Identification and assessment of students' needs:

- Staff are consulted regarding a student's EHCP to assess whether the needs have changed and to review provision to ensure statutory requirements are met. Staff will also review whether specified provision is still appropriate or not, if not staff can suggest amendments for discussion at the review meeting.
- Staff meetings review student issues and Provision Maps for relevant students; students who are identified as needing specialist provision will be referred to the relevant agency by the respective Heads of Education.
- A transparent referral system will ensure that staff and home concerns are analysed by relevant specialists and if they meet established thresholds will result in additional support, monitoring, and intervention when needed.

Additional Therapeutic Provision:

Marland School is committed to supporting the holistic development of its students. Additional support mechanisms include in-house provision of a 'Supportive Listener / Counsellor'.

The referral process for this support is through the Senior Leadership Team following extensive discussions with staff, parents and specialists. Specialists provide feedback to the respective Marland Headteachers and reports for Annual Reviews.

In addition, where such need is identified, referrals can be made by the school to seek external specialist support for individual students, this includes (*but is not limited to*):

- CAMHS assessment & support
- External Specialised Counselling
- Autistic Spectrum Condition assessment
- Speech & Language Therapy
- Supportive Listener

SEN Pedagogy and Support Strategies:

Marland School is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff receive regular professional development opportunities through individual, department, and whole staff training. The school SEN Database holds strategies and reports for each individual student centrally. This promotes consistency in provision.

Inclusion and Integration Pathways:

The majority of students at the end of KS4 will transition to Further Education College using a pathway where they will have opportunities to select a college of their choice.

The transition process Pathways for students will change as students make progress, grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the young person at the time. Decisions are made through consultation in school with teachers, specialists, parents and at Annual Reviews. Where possible staff from destination colleges will be invited to final reviews.