SENTIENTRUST
inspire • empower • enable

We're a Thrive School

Devon County Council

Marland Secondary School Roundswell









Prospectus 2026-27

SENTIENTRUST
inspire • empower • enable

Marland School

Devon County Council

web site: www.marland.devon.sch.uk
email: admin@marland.devon.sch.uk

Executive Headteacher
Carole Austin

Dear Parent / Carer,

This prospectus is for our Secondary School site at Springfield Court in Roundswell, Barnstaple. It has been constructed to provide you with up to date information about our school and we hope that it will help to provide answers to any questions that you may have.

Marland School is a successful Devon Local Authority maintained Foundation Trust du-al site day and residential special school for Year 4 – Year 11 students with SEMH. The school has a very good reputation within its specialised SEMH field and is part of the county wide Co-op SENtient Foundation Trust in partnership the other 8 maintained special schools in Devon, Devon Local Authority and a range of other associate partners.

The school provides a highly structured, caring environment in which our children & young people, all of whom experience social, emotional & behavioural difficulties, are encouraged and enabled to achieve success. Our aim is to work in partnership with you as parents and carers to help your child / our student to manage their life more successfully. We endeavor to help all of our students to develop into happy, independent, well-educated and socially competent young adults.

In order to take their place in society and build successful relationships, young people need to develop a respect for themselves and for others. They also need to acquire skills and knowledge to enable them to exercise rational choice in a democratic society. For that reason, all students are expected to try their best, to work hard, to make good progress and to achieve their full potential during their time at Marland Secondary Rounsdwell.

In doing this we hope they will become more successfully integrated into the school, their own families, communities and society at large.

Matt Walder
(Head Teacher)

Marland Governing Body

Co-opted Governor	Mrs Faith Butler
Foundation Governor	Mrs Kathy Martin
Co-opted Governor	Mr Phil Spencer
Executive Principal	Mrs Carole Austin
Parent Governor	Mr Gavin Lilley
Foundation Governor	Vacancy
LA Governor	Vacancy
Co-opted Governor	Mrs Andrea Honey
Staff Governor	Mrs Chloe Catling
Parent Governor	Vacancy
Clerk to the Governors	Mrs Susie Nightingale-Jones

Marland Staff

Young people have a consistent view about what they expect from staff:

Staff who can establish and maintain order

Staff who are organised and prepared

Staff who have a sense of humour

Staff who enjoy their work

Staff who are fair

Staff who care

We always try our best...

TERM DATES 2026/2027

AUTUMN TERM 2026

Staff Training Day	*Thurs 3rd & Fri 4th September 2026*
Start of Student Term	**Monday 7th September 2026**
Staff Training Day	*Monday 5th October 2026*
Half Term holiday	26th October - 30th October 2026
School closed (occasional days)	**Fri 27th Nov & Mon 30th Nov 2026**
End of Student Term	**Friday 18th December 2026**

SPRING TERM 2027

Staff Training Day	*Monday 4th January 2027*
Start of Student Term	**Tuesday 5th January 2027**
Half Term holiday	15th - 19th February 2027
End of Student Term	**Thursday 25th March 2027**

SUMMER TERM 2027

Start of Student Term	**Monday 12th April 2027**
May Bank Holiday	Monday 3rd May 2027
Half Term holiday	31st May - 4th June 2027
End of Student Term	**Friday 23rd July 2027**

Ethos / Statement of Purpose / Our Vision

"Our students 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 and learning needs of each and every young person. 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"





Marland Secondary School is a 38 week Devon LA maintained Co-op Foundation 'SENtient' Trust special school for up to 40 students with Social, Emotional and Mental Health needs [SEMH]. Many students also have a range of additional, and in certain cases complex, special needs. The school is designated for students ranging from11 - 16 years in age (Yr7 – Y11). The ethos of the school is centred around the needs of the individual, the overall aim being to provide each student with the highest quality of teaching, learning and care.

Within our educational community much emphasis is placed upon warmth, security, support, consistency, honesty, respect, guidance and encouragement. It is our intention that the students in our care will benefit from the positive relationships we can offer through the role models they are provided with.



The main priorities of our staff are to consistently meet the educational, social, emotional and physical needs of each student. We aim to prepare and equip these young people with the appropriate educational, social and practical skills that are essential for success within mainstream society.

School Awards System

There are LOTS of opportunities to gain awards throughout the school day by simply reaching their personal targets. These awards range from:

⇒ Instant rewards (Marland Bank).
⇒ End of week Class and individual
⇒ End of term awards and trips

Also, all students' weekly targets count towards our end of term school trips.



Marland Secondary School will, through personalisation across the curriculum, meet the social, emotional and learning needs of our students. We will ensure students achieve a range of qualifications, increasing their aspirations. These life changing goals will ensure Marland students make appropriate life choices and become successful citizens of the 21st century.

On an on-going, frequently reviewed basis, we will:

⇒ Identify the individual needs of each and every student (personalisation).

⇒ Develop staff expertise and skills to meet these needs (empowerment).

⇒ Engage and utilise multi-agency support as need dictates (through partnership).

⇒ Consistently plan and deploy appropriate strategies, approaches and resources to fully meet such need (leading to aspirations and achievement).



⇒ Use technology to aid engagement in learning and then develop the technological skills needed to meet the demands of 21st century life (innovation).

⇒ Ensure our students stay safe, healthy, enjoy and achieve and make a positive contribution to society, and leave us with the skills to achieve economic well-being.



Due to the complexity and severity of our student cohort's special educational needs (SEMH), it is essential that we continue to develop and maximise the social and emotional development of each and every individual student. These elements of their needs are in the vast majority of cases the primary causal factors in their extreme behaviour, with all three of these S, E & MH needs preventing them from successfully accessing and succeeding with their [personalised] formal learning. The consistent and effective utilisation of strategies such as 'THRIVE' are key to developing these essential social and emotional needs, stabilising behaviour and opening up access to appropriate and challenging high quality learning opportunities for each and every individual student.











All students at Marland Secondary School have the opportunity to access learning off site through one day a week of Off-site Learning. It gives the opportunity for enhancing the social skills of discipline, team work, patience and tolerance in preparation for future life.

Students participate in projects which increase their awareness of the environment and it's impact through activities such as beach combing and raft building with washed up materials. Previously students have saved plastic bottles to make improvised crafts.

On this programme students can work towards the John Muir Award, which recognises the students awareness of environmental issues as well as attaining a number of other qualifications such as canoeing awards, or climbing qualifications.





We recognise that each young person is an individual and as such has individual rights and needs.





CURRICULUM

All Students follow the National Curriculum aiming towards external qualifications at Years 9, 10 & 11. Recent results show that our students achieve well from where they start with us, when benchmarked against the national average. Last year all of our school leavers gained a very good range of academic, vocational and 'life-skills' qualifications
(GCSEs, Entry Level Certificates, Functional Skills, BTEC's & Vocational Awards).

All school policies are published on the school website or are available on request.

ARRANGEMENTS FOR STUDENTS WITH SPECIFIC NEEDS

All students at Marland Secondary School Roundswell should have an EHC Plan detailing their special educational needs. Although the primary need concerns behavioural, emotional and/or social difficulties, many students have a range of associated learning challenges. Teaching Assistants are available to work alongside the Teachers and Instructors to give additional learning support for individual students. Students are encouraged to access the curriculum through the use of multi-media information technology, including video, audio and information processing. Support staff help students to produce quality work by offering secretarial and editing assistance where re-quired. Staff also help students promote their work through quality display and storage in personal portfolios.

SEX EDUCATION POLICY

Sex education forms part of the wider personal and social curriculum and is taught in the context of caring human relationships. Questions are answered honestly according to the age and understanding of the student in question. Some aspects of sex and relationships education are also addressed as part of the human biology course and also within PSHE/Tutorial sessions.

BULLYING

Instances of bullying in the school are consistently very low. Most children know how bad it feels to be bullied. It can only keep on happening when everybody keeps quiet about it. To reduce bullying students are asked to report anything they know. They can mention it to staff, to other students, or give a note to a senior member of staff.

The school uses "No Blame" approaches to confront instances of bullying.

The school has a policy for 'Anti-Bullying' which is available for viewing on request.

CAREERS ADVICE AND WORK EXPERIENCE

The school has a specialist careers area where students have access to a range of information. Careers education is timetabled in conjunction with PHSCE and Tutorial sessions for all students. Work experience is available for students in their final two years of compulsory schooling. The Careers South West Personal Adviser visits the school on a regular basis to meet with Year 10 and 11's students. The advisor is involved in planning for the transition to work or further education at sixteen and as such takes part in the Annual / Transitional Person-Centred Reviews for all students in Year 11.

GENERAL COMPLAINTS PROCEDURE

If parents wish to discuss any aspect of the school they are welcome to contact the school to make an appointment to see the Head of Teaching & Learning (Deputy Principal).

The school has a formal 'General Complaints' policy which is available on request. The first stage is to contact your child's keyworker or teacher to explain the problem. If the matter cannot be resolved by this less formal approach then a formal complaint may be made in writing to the Head of Teaching & Learning, who will then respond to you and deal with it as a priority. If you are still not happy then there is a further appeals procedure outlined in the 'General Complaints' policy and procedure documents.

SAFEGUARDING PROCEDURES

All staff have a clear responsibility to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of any child at the school to the school's *'Designated Person for Safeguarding'* (Annette Lee and Mr Gareth MacIver—based on the Residential site) or in their absence, the '*Safeguarding Deputies'* (Andy McAuley, Liane Thomas or Allan Lawrence—Primary site), or in their combined absence, to a member of the Senior
Staff Team.

Annette Lee has overall responsibility for child protection / safeguarding matters though all three of the above staff have received specialist training in this field and act as a source of advice and support to other school staff. All school staff in contact with students receive regular awareness training in child protection / safeguarding matters.

It is the policy of the school to inform all students of their rights to be free from harm and encourage them to talk to staff or outside agencies if they have any concerns. The School has a Safeguarding Policy which is available for viewing on request.

SECURITY & SAFETY

In order to assist staff with their 'Duty of Care' for students and colleagues, CCTV cameras are in use inside communal / public designated areas of the school's buildings. **No** cam-
eras are located in, or can intrude into, personal areas. The school has a CCTV written pol-icy.

Example of our complaints leaflet if students are unhappy

I am not happy about …… We want to help you if you are unhappy

Business Name





Tick the box

Tell someone you like or trust.

- **The Head**
- **Keyworker**
- **Tutor**
- **Friend**
- **Anyone who works here**
- **Governor**
- **Careers SW**

***OR* fill in this form and hand it at the front office.**

The food.
Why ? ☐

A member of staff.
Why ? ☐

Another student.
Why ? ☐

Anything else?
Why ? ☐

If you are still unhappy, you can speak to:

Devon SEN Statutory Team - 01392 380434

Children's Commissioner for England - 020 7783 8330

Ofsted - 0300 123 4666

Childline - 0800 1111

ADMISSION ARRANGEMENTS

In accordance with LA policy, all students admitted to Marland Secondary School will have an 'Education Health Care Plan (EHCP)' following a multi-professional assessment. All potential student referrals are made through the Devon LA 0-25 SEN Statutory Team after discussion by a multi-professional panel to establish what form of provision is required. Following this process, an information pack on the prospective student is sent to the school by the commissioners as a referral for potential placement. Based on this, the Leadership Team at Marland make an initial decision as to whether it is considered likely that they can meet the student's specific needs within the school's resourced level. Where the school feels that they can potentially meet them, parents/carers, the student and any other involved professionals are invited to visit the school for a formal interview (prior in-formal visits can be facilitated if requested). Senior Marland staff may also arrange a pre-visit to the student's existing school and/or home prior to the offer of a formal interview to gather additional relevant information if deemed necessary. Following this complete process, the school will inform the commissioners whether they feel that they can meet the student's needs and indicate a provisional starting date where appropriate (usually within 2 school weeks of interview). The SEN Statutory Team will then contact the prospective student's parents/carers offering a place at Marland School and detailing arrangements for transport.

CONTACT WITH PARENTS.

Parents/carers are welcome to visit the school. Appointments to meet staff may be made by contacting the school during normal office hours on **01271 335500**. Staff also make home visits. Students' own personal mobile phones are permitted to be used during specified break times but not during lesson time.

Reports to parents/carers are sent out before the person-centred Review meeting held for each individual student at school. These take place across the school's first two terms of each academic year (i.e. September - April). A Final Review also takes place for Year 11 students in March/April.

We also hold termly Open Days for parents, carers, relatives and friends. These are held during the final week of each term.

SCHOOL CODE OF CONDUCT

At Marland Secondary School all of our rules are fair, justifiable and understandable. All rules are there for a reason and will be explained to you accordingly. All of our rules can be covered by this simple Code of Conduct:

Make sure that <u>you</u> are in:

the **RIGHT PLACE**

at the **RIGHT TIME**

doing the **RIGHT THING**

ABSCONDING

In the event of a student leaving the site without permission staff will in the first instance, whenever practically possible, attempt to engage that student in dialogue to persuade them to return. If a student has not returned to the site but is in view of staff parents/carers will be contacted after a period of 15 minutes. If parents/carers are not available then they will be contacted later. If a student has left the site and his/her whereabouts are unknown or they are judged to be placing themselves at risk, the school has a duty of care to respond in the students interests. If parents/carers are unavailable then the decision may be taken to call the police to report the student as a missing person. Each decision is taken on an individual basis and is based on an assessment of the risk involved.

UNAUTHORISED ABSENCE.

Parents/carers will be notified of any concerns about a child's attendance by the Head of Marland Secondary School. On-going concerns that cannot be resolved satisfactorily in this manner will be referred to the school's link Education Welfare Officer (EWO) for further action. It is acknowledged that an early response of patterns of absence is most effective, as is a co-ordinated multi agency approach to tackling the issue.

HOLIDAYS IN TERM TIME

Holidays, wherever possible, should be taken within the school holidays. Authorisation of term time leave can only be given in exceptional circumstances. Parents/carers will be made aware of the importance of trying not to take holidays during term time, especially exam periods (i.e. May / June for Yr11 exams – refer directly to school diary for exact annual dates).

MONITORING PROCEDURE

The Head teacher monitors the Attendance Registers. Any concerns will be reported to the EWO, who visits the school every term to monitor the registers. Attendance figures will be reported to the Local Authority as required.

ROLE OF THE LA EDUCATIONAL WELFARE OFFICER (EWO)

The EWO operates within a legal framework on behalf of the LA in discharging its legal obligations. The EWO will ensure that the Education Act 1996 which relates to children receiving efficient full time education suitable to their age, ability and aptitude is complied with, in line with the LA values, policies and procedures. One of the main objectives is to maintain and improve school attendance and monitor school registers, hold regular consultation with the school staff responsible for attendance and obtain referrals from school. They may follow up referrals by:

- Communicating with parents/carers by letter or phone
- Arranging a number of home visits
- Liaising with other professionals/agencies.

The outcome of any intervention will be communicated back to school. Parents may wish to contact the EWO themselves to ask for help or information. The EWO can be contacted through Marland Secondary School.

In cases of persistent poor attendance, the Attendance Improvement Officer, fully supported by the school, may seek to pursue parents through the legal system. Successful prosecution of parents can lead to fines and/or short-term custodial sentence.

SCHOOL DRESS CODE

Students should come to school dressed in smart casuals or appropriately dressed for their Off-Site learning activities. Offensive and inappropriate slogans and graphics are not acceptable.

JEWELLERY

The following are **NOT** allowed to be worn during the school day on Health & Safety grounds:

Finger rings/ Necklaces / Chains/ Bracelets / Ringed or dangling piercings (ear, nose, nipple, etc.)

Small / smooth ear studs or sleeper ear-rings are acceptable if:

- they are unlikely to snag or tear skin
- they are only worn in the ear/s
- they are only worn during social times (not in school time)
- they are removed before taking part in any sports activities

CHARGING POLICY

Many trips are subsidised by the school but parents may be asked to contribute.
No child will be prevented from joining an educational visit through inability to contribute.
Students causing deliberate damage to the fabric of the building and school equipment will be expected to pay a contribution towards repair and/or replacement, whichever is the most cost effective.
A letter to request a contribution will be sent to the parents / carers giving a full account of the circumstances and stating the full amount of the repair / replacement.

ATTENDANCE

Some older students are referred to Marland Secondary School after lengthy periods out of school. We also cater for students who have been identified as school phobic. To encourage these students to improve their attendance we work to provide a non-threatening environment with emphasis on personal responsibility. Transport is provided to support parents in their efforts to get their children to attend school, and the school works closely with the Education Attendance Improvement Service to encourage regular attendance.

SCHOOL COUNCIL

The School Council Meetings allow students to take part in decisions concerning the management of the school and the spending of their allocated budget. Every student who wants totake part will be given an opportunity at some time during his school career. This is done on a voting basis by each school year group for a representative on the Council.

ETHOS, VALUES & EQUAL OPPORTUNITIES

The school has an important role to play in the whole development of each individual student and is committed to equal opportunities for all. At Marland Secondary School, we aim to be sensitive to the religious, spiritual, moral, social, racial and cultural background and beliefs of all students. In the search for an individual identity, students will be exposed to conflicting values and beliefs.

However, at school we try to be consistent in upholding some basic values.

Take personal responsibility for our own actions

Help those less fortunate and less powerful

Respect the rights and property of others

Respect each person's individuality

Learn self-control

Act considerately

Keep promises

Tell the truth

PROMOTING THE DEVELOPMENT OF THESE VALUES

These ideas are reinforced through the curriculum, personal relationships, group work and collective assemblies.

Throughout the whole 'curriculum' we focus on personal responsibility for behaviour and the effect it may have on others. This involves considering behaviour towards others in the class, in common areas, at mealtimes and at play. These less structured periods pose particular difficulties for some children. Staff do not just supervise students at these times - they intervene, interact and teach by being good role-models.

Individual achievement is celebrated in assemblies and meetings, where examples of positive behaviour that uphold the values of the school are highlighted.

PASTORAL CARE

Great importance is placed on the social and emotional development of our young people.

All the students have experienced difficulties within the mainstream educational system and may not have coped well with aspects of the curriculum.

Many students have particular difficulties in the management of their relationships with adults, other children and in the acceptance of authority.

The school provides help by assisting students to learn new ways of coping with these problems and to help to facilitate this, all students are supported by a Tutor and our Learning Support team.

The school is fortunate to have a broad range of staff with extensive experience in pastoral care, in addition to strong links with external support agencies including Social Services and CAMHS.

The school has a policy for 'Health & Pastoral Care' which is available for viewing on re-quest.

BEHAVIOUR MANAGEMENT

The main obstacle to learning for our students is often their own behaviour. All staff are responsible for maintaining high expectations and responding to breaches in discipline. The students themselves are involved in the formulation of agreed expectations and in monitoring conformity. We do not just react to inappropriate behaviour we are proactive in trying to prevent it. An important part of our approach is to teach students alternative and positive ways of behaving.

Staff need to become significant figures in the lives of students before their expectations and values can be influential. Professional relationships are intended to be effective in bringing about change.

There are various rewards and acknowledgements for good behaviour. The School operates an Awards system that monitors and rewards efforts at improving behaviour.

The school has a policy for 'Behaviour & Discipline' which is available for viewing on re-quest.

STUDENT COMPLAINTS

The school has a formal complaint procedure. The first stage is to contact any member of staff you choose, with a friend if you prefer, and explain the problem.

If the matter cannot be resolved a complaint may be made in writing to the Head of Teaching & Learning.

There will be a reply or an opportunity to meet within three working days.

If still not satisfied then a formal appeal may then be made to the Principal or the Governing Body or the Local Authority.

The school has a policy for 'General Complaints' which is available for viewing on request.

SCHOOL MEALS

Breakfast is provided for all students. Lunch is available for all students on a chargeable basis. Free School Meals are provided for those entitled.

SANCTIONS

Statement

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the code of conduct.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus, it is inappropriate to punish whole groups for the misdemeanors of a few or to impose a sanction which is designed to humiliate a student or students.

Aims

- To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the school community.
- To support the code of conduct.

Current practice

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to a member of the school Leadership and Management Team where appropriate.

Effective Sanctions are about COMPLIANCE *not* RETRIBUTION.

Examples of sanctions:

1. Supervised break times
2. 'Paying back time' (during break or lunch time)
3. After school sessions to catch up on missed work
4. Sanctions 'to fit the crime' e.g. clearing up litter & removing graffiti
5. Informing parents / carers of behaviour
6. Arranging meetings with parents / carers
7. Involving the Police where a criminal matter has taken place (damage /assault / weapon / drugs / theft / etc.)
8. Fixed Term exclusion (Executive Headteacher)
9. Permanent exclusion (Executive Headteacher / Governors)

DE-ESCALATION & POSITIVE HANDLING / RESTRAINT

We consider physical intervention our final action in the event of a student presenting a risk to himself, another student or adult or causing significant damage to property. All staff have received appropriate training in de-escalation and positive handling techniques (PIPS). Positive handling, or restraint, is only used as an absolute last resort when all other de-escalation strategies have been exhausted and/or no other safe alternatives are left. Such actions will also always only ever be deployed with the minimum force for the minimum time required to safely de-escalate such a situation.

Our ultimate aim is that the necessity for positive handling or restraint is removed from our school community.

Circumstances when Positive Handling / Restraint <u>might</u> be appropriate as a last resort:

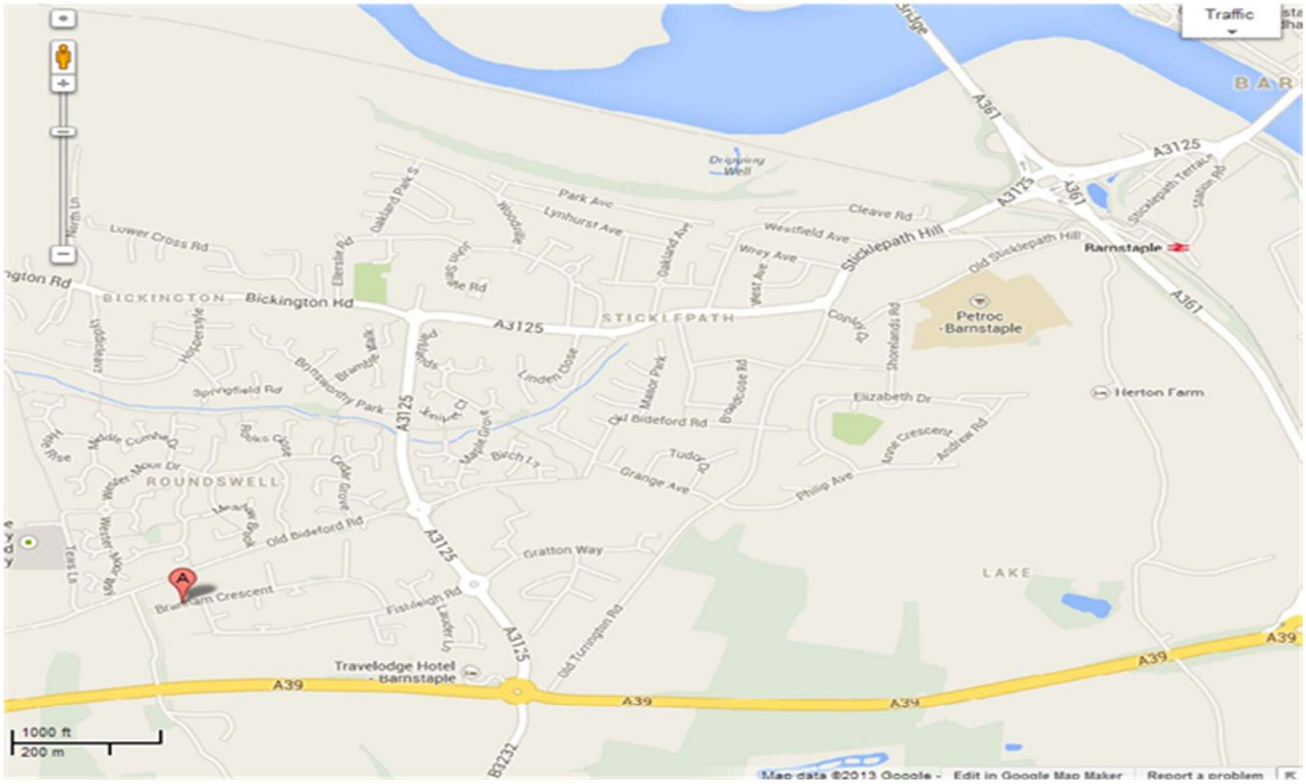
Where action is necessary and there is an <u>immediate risk of injury / harm to a person</u> and <u>all other non physical staff actions and verbal instructions to stop have been exhausted</u>, e.g.

- A student is at serious risk of harming himself / or placing himself or others in danger
- A student is attacking another person

Parents / carers will be informed immediately of a restraint by phone and this will be followed up in writing outlining the circumstances why their child has had to be positively held / restrained. Comprehensive records are securely kept for all such incidents, including antecedents, incident details, parties informed and student and staff debriefs.

Marland Secondary School Roundswell

Marland Secondary School Roundswell
Springfield Court, Brannam Crescent,
Roundswell, Barnstaple, North Devon, EX31 3TD
(01271) 335500
Email: admin@marland.devon.sch.uk



From the A39 (Atlantic Highway) turn off at the Roundswell (Barnstaple) roundabout onto the A3125 heading towards Barnstaple.
After a short distance turn left at the next roundabout (SCC Toyota dealership on left/ Sainsbury's on the right).
Take the first road on the right after McDonalds into Brannam Crescent (do not turn into the McDonalds road by mistake). Follow this road (Brannam Crescent) to the end of the cul-de-sac and Marland Secondary School is the last building on the left.