

Marylebone Boys' School

Special Educational Needs and Disability (SEND) Policy

Context
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: • The SEND Code of Practice: 0-25 years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations
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Governor with responsibility for SEND: Dr Margaret Mountford
SENDCo: Christine Lee
SENDCo Qualifications: NASENDCo
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This policy will be reviewed annually
Agreed by Governing Body: Every September
Review date: September 2026

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, the Headteacher and the SENDCo will work closely to ensure that this policy is working effectively.

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Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to and different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support*. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

MBS will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

At Marylebone Boys' School we have high expectations of all our students and believe that, with appropriate support and intervention, all students can succeed, achieve and thrive, and inequalities can be tackled successfully. We are committed to developing the whole person; we recognise the importance of providing students with an appropriate curriculum that is both supportive and challenging, so that they can attain positive academic outcomes, become confident individuals and be well-prepared for adulthood.

With high quality and adaptive teaching we will meet the needs of most of our students. Some students, however, may need a more specialised approach, for which we draw on a range of appropriate interventions. We listen to the views of the student and value working in partnership with parents and carers when making decisions about SEND and meeting the additional needs of individuals.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEN gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identifies as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENDCo) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.

- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their need, not just by the category in which they are placed. [School name] will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

MBS will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENDCo. They will then assess if a pupil has a significant learning difficulty and agree appropriate support.

Where a pupil is identified as having SEN, the SENDCo and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and school staff.

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher and/or the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register

SEN Provision

MBS staff to speak with about your child's difficulties with learning, special educational needs or disability.

- Firstly, talk to your child's Form Tutor about your concerns.
- It is likely that the Form Tutor will discuss your concerns with the SENDCo; you may wish to arrange a meeting with the SENDCo.
- To contact the Form Tutor, please send an email to parents@maryleboneschool.org or call the school reception on 020 3143 7100. To contact the SENDCo directly, please send an email to SEN@maryleboneschool.org
- If you continue to have concerns, arrange to discuss these with one of the Assistant Head teachers. See Roles and Responsibilities below.

The school's actions if we have concerns about your child's learning, special educational needs or disability.

- Your child's Form Tutor or another member of the teaching staff may contact you by email or phone to express our concerns. This may include an arrangement to meet at a mutually suitable time to discuss the concerns.
- The form teacher or subject teacher may also talk to you about any issues at a parent/teacher consultation meeting. These take place once a year for each year group.
- The SENDCo may contact you to arrange a meeting to discuss your child's difficulties and any possible support strategies the school might be considering.

Considering your views and those of your child with regard to his/her difficulties with learning, special educational needs or disabilities.

- At Marylebone Boys' School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is also essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress with class teachers and Form Tutors at regular meetings such as Parents' Evenings and Year Ahead Evenings.

- If your child has an identified special educational need, the SENDCo will arrange to meet with you periodically as necessary to review current progress, support strategies being used and expected outcomes.
- If your child has an Education, Health and Care (EHC) plan, you and your child will be able to share your views at the Annual Review. Additional termly reviews may also take place to discuss current progress, support strategies being used and expected outcomes. Further information on EHC Plans can be found in the SEND Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- Students with identified special educational needs may be invited to complete a one-page profile to express and share their views about themselves and how they like to be supported. These are used by in-class Teaching Assistants and are also used to inform the SEN guide which is distributed to all teaching staff.
- Opportunities for parent/carer feedback will be provided throughout the year through events such as 'Year Ahead' evenings, parent coffee mornings or through surveys.

Ensuring that the teaching staff are appropriately trained to support your child's special educational needs and/or disability.

- At Marylebone Boys' School we believe that your child's learning needs will first be met through the high-quality teaching delivered by subject teachers.
- Regular training is provided for all teaching and support staff, according to staff and student needs, to ensure there is the appropriate expertise to support children with special educational needs. These can take the form of but are not limited to:
 - Advice and support from the SEND team regarding individual students
 - INSET regarding students with EHC plans delivered by the SENDCo and external agencies.
 - INSET on skilled adaptive teaching delivered by the SEND and Teaching and Learning teams.
 - INSET for all new staff and trainee staff on SEND, run by the SEND team.
 - INSET provided by external services such as Educational Psychology, Speech and Language Therapy, mental health services and the Bi-Borough Inclusion service.

How will the curriculum and the school environment be matched to my child's needs?

- At Marylebone Boys' School we believe that your child's learning needs will first be met through the high-quality teaching delivered by subject teachers.
- We carefully plan our curriculum to match the age, ability and needs of all students.
- Subject teachers will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional adults will be used to support the learning of groups and individuals to enable them to make progress and develop independent learning skills.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Marylebone Boys' School regularly reviews its Accessibility Plan to ensure that all children have the fullest access possible to the curriculum and the school site.

Types of support for your child.

This really depends upon the nature of your child's needs and difficulties with learning. Our education provisions will match the needs of individuals across the four broad areas of need as defined in the SEN Code of Practice 2014:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

- At Marylebone Boys' School we have a three-tiered approach to supporting a child's learning:

Universal This is the quality first teaching your child will receive from subject teachers and may include some minor adaptations to match learning needs.

Targeted It may be appropriate to consider making additional short-term special provision to remove or reduce any barriers to your child's learning. This takes the form of a graduated four-part cycle of a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school will provide guidance and support with referrals to these services as needed, although, for a very small number of students, access to these specialists may be through an EHC Plan.

- The current interventions provided at Marylebone Boys' School include:

- Literacy
- Numeracy
- Touchtyping
- Handwriting
- Reading support
- Speech and language (1:1 and small group)
- Social skills
- Mentoring and keyworking
- Cognitive Behaviour Therapy (1:1 and small group)
- Behaviour support (1:1 and small group)
- Individual behaviour support plans
- ELSA (Emotional Literacy Support Assistant) sessions
- Year 7 Transition
- Homework club
- SEN break and lunch time club

- Exam access arrangements

Supporting your child's learning outcomes

- Subject teachers and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their goals.
- Academic progress for all students is regularly reviewed, with appropriate changes to learning and intervention groups made as necessary.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- an individual learning programme/ one page profile
- evidence based interventions (Numicon, Reading Recovery etc.)
- additional support from another adult
- different materials, resources or equipment
- working within a small group for a specific intervention
- use of alternative technologies
- peer-to-peer support
- personal care support
- access to resource base, nurture room
- use of therapies (e.g. art, music)

Statutory Assessment of Needs (EHC)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. MBS will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning.

What is an EHC Plan and who can request one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,

- specify the provision required to meet those outcomes and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENDCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked regularly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

How is support allocated to children and how do they move between the different levels of support in school?

- Marylebone Boys' School receives funding from the Education and Skills Funding Agency, central government and, for students with an EHC Plan, the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head teacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the students in the school.
- The Head teacher, Deputy Heads, Assistant Heads and the SENDCo formally evaluate the effectiveness of the school's current interventions and provision annually. This evaluation informs their development plan, objectives and action for the year, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At MBS we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.

- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to speak with the class teachers at least 2 times a year formally. The SENDCo is available via several methods to communicate with parents and review need.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer – [Family Information Hub | SEND Local Offer](#)

Including your child in all the same activities as his/her peers at school

- Marylebone Boys' School is an inclusive school and committed to providing equal opportunities for all students.
- Our aim is that no student will be excluded from extra-curricular activities or school trips, unless there is a valid reason relating to the health, safety, behaviour, impact on learning or appropriateness of the activity to the student. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure that health and safety are not compromised. In the unlikely event that it is considered unsafe or unsuitable for a student to take part in an activity, an alternative activity which will cover the same curriculum areas will be provided in school.
- You should also feel free to contact your child's Form Tutor if you have any concerns.

Supporting your child in transition stages

Transfer to Year 7

- The SENDCo will be available at open evenings to discuss the specific needs of your child and help determine if the school can meet these needs.
- Marylebone Boys' School aims to visit and coordinate with as many feeder schools as possible before students transfer to Marylebone Boys' School in Year 7 in order to meet the students and discuss with the relevant teachers any individual needs and how best to support them.
- The SENDCo will be available at Year 7 induction meetings to discuss the special educational needs of any students starting the following September. Parents/carers are encouraged to bring recent professional reports to inform discussion.
- For students with an EHC Plan, the SENDCo will, where possible, attend the annual review meeting prior to his/her transfer to Marylebone Boys' School. If this is not possible, a formal meeting will be arranged with the SENDCo at the previous school.
- Students with an EHC Plan may also be invited to a transition visit prior to transferring to Marylebone Boys' School.
- Where appropriate, additional multi-agency meetings can be arranged to create a more detailed transition plan.
- The SEN department, alongside the pastoral team, at Marylebone Boys' School may offer small intervention group during the course of Year 7 for students who find the transition to secondary school particularly challenging.
- Whilst your child attends Marylebone Boys' School, we take care to ensure that, particularly during transition points (on transfer to the school, between classes each year and at the end

of Key Stages), all staff are aware of individual students' needs, learning progress and best support strategies.

Transition to Key Stage 4

- All students will be invited to a one-to-one meeting with a member of the senior leadership team or the SENDCo to provide advice and guidance on Key Stage 4 options.
- From Year 9 onwards, all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

Post-16 transition

- Students with an EHC Plan will be provided with individual meetings with an independent careers advisor from Year 9 to discuss potential careers and suitable post-16 pathways
- Students will be supported with researching appropriate sixth form schools and colleges, including open day opportunities where available. Where appropriate, students may be accompanied to these open days. Students with SEND will be offered support with post-16 applications for sixth form school or college places or apprenticeships.
- Taster days will be organised where appropriate, giving students an experience of study on particular post-16 courses.
- The SENDCo will liaise with the relevant staff at any new school or college to ensure the student has a smooth transition.

Post-18 transition

- Students with SEND will be supported in their applications to further education, training, employment, or independent living.
- This support will be personalised and provided by our SENDCo and an Independent Careers Advisor.
- Where appropriate, students will be accompanied on visits to open days and taster days.

Transfer to another school

- If a student is moving to another school, we will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for the student.
- We will liaise closely with staff when receiving students from elsewhere and when transferring students to different schools, ensuring all relevant paperwork is passed on and all needs are understood.

The Special Resource Provision at Marylebone Boys' School

- The Special Resource Provision (SRP) at Marylebone Boys' School, called the Kaizen Zone (K-Zone) is the Bi-Borough's mainstream secondary provision for students on the Autistic Spectrum or with Social Communication Difficulties. There are on average 6 places per year group.
- In line with our whole school ethos of inclusion, K-Zone provides additional support for students who may struggle to access learning within the mainstream at times due to anxiety

and difficulties with emotional regulation. This support may take the form of withdrawal from lesson, targeted small group or 1:1 sessions or additional in-class support.

Requesting a place within the Special Resource Provision (SRP).

- Prior to applying for a place, students and their parents are encouraged to visit the school and K-Zone.
- Application for a place within K-Zone is usually through consultation with the Bi-Borough during Annual Review of a student's Education and Health Care Plan. However, students can also be considered through contacting the school directly and we will liaise with the Bi-Borough regarding their suitability for a place.

Supporting parents/carers to support their child's learning.

- Schemes of work, lesson resources and revision material are available on the school's learning platform accessed via RM Unify (www.rmunify.com) using students' individual username and password. This is available from your child's Form Tutor.
- Teachers and subject leads are available to discuss progress or any concerns you may have about a specific subject.
- Teaching Assistants, Form Tutors and the SENDCo are available to discuss wider concerns, progress overall and personal development.
- Specialists employed by the school will also be available to give feedback where appropriate.
- The Assistant Head teachers are also available to discuss concerns regarding a student's emotional wellbeing.
- The SEND team may also offer guidance as appropriate to parents about strategies or activities which can be done at home to support students' learning.
- The SENDCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- Parents may also have an opportunity to meet with other professionals involved in supporting their child.
- All information from external professionals will be discussed with parents as appropriate, either in person or in a written report, according to the nature of the feedback.

Reviewing the support on your child's learning and parental involvement in this review process.

- Your child's progress will be assessed both in terms of his learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.
- Students and parents/carers will be invited to attend annual Parents' Evenings
- Assessment results and specific feedback are given to students after each formal assessment, where students are also requested to self-reflect and next steps guidance is provided.
- Grade sheets will be provided for all students once a year, to include teacher assessment of student's learning behaviours.
- A formal school report will be written and sent home at the end of each academic year.
- Specific targets set with students with an EHC Plan will be reviewed termly and overall outcomes reviewed annually at the Annual Review meeting. Parents/carers will be invited to attend these meetings.

Support for your child's happiness and well-being at Marylebone Boys' School.

- At Marylebone Boys' School we believe that the happiness and well-being of all our students is paramount and understand the impact this has on progress, attainment and personal development. All members of staff take this aspect of school life very seriously.
- You can be confident that, in particular, your child's Form Tutor, subject teachers, the SEN team and the SENDCo are available to provide support to match your child's needs. In addition, every student is encouraged to choose two members of staff as their 'trusted adults' who they may speak to about anything of concern.
- The school offers comprehensive pastoral support (see section 6 above). For students who require additional support from external agencies, the school works closely with local authority family services and mental health services. The school has a strong ethos of collaborative work with families and external professionals, both initiating and participating in multi-agency network meetings as necessary to ensure the best possible outcomes for students' emotional and mental well-being.
- You should feel free to contact your child's Form Tutor in the first instance if you have any concerns.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, if they are in receipt of an EHC Plan, as part of their review meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Appoint a member of the LGB to advocate for the needs of pupils with SEND.
- Challenge and support the school to use its best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Check that the school has designated a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCo.
- Ensure that the school informs parents/carers when they are making special educational provision for a child.
- Confirm that the school has prepared an SEN Information Report to confirm their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Managing the SEND team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (see Annex B).

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Education SEND support staff will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development – this needs to be school specific.

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training. Regular training is provided for all teaching and support staff, according

to staff and student needs, to ensure there is the appropriate expertise to support children with special educational needs. These can take the form of but are not limited to:

- Advice and support from the SEND team regarding individual students
- INSET regarding students with EHC plans delivered by the SENDCo and external agencies.
- INSET on skilled adaptive teaching delivered by the SEND and Teaching and Learning teams.
- INSET for all new staff and trainee staff on SEND, run by the SEND team.
- INSET provided by external services such as Educational Psychology, Speech and Language Therapy, mental health services and the Bi-Borough Inclusion service.

The whole school attends training sessions led by the SENDCo regularly as part of the school's CPD offer who also offers optional training in specific areas of needs through twilight and drop-in sessions.

All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through their subject lead. The SENDCo is involved in these conversations if the progress of a student with SEND is not in line with expectations.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan (or statement) the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our Data Protection Policy.

Concerns & complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. Initially speak with your child's Form Tutor or the SENDCo. They should be able to address your concerns or pass them on to the relevant party. Please then refer to the school's complaints policy ('MBS Complaints Procedure') available on the school website (www.maryleboneschool.org)

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Other staff at MBS who can speak to parents about your child

At Marylebone Boys' School we are very happy to speak to you about any aspect of your child's education. It is best to speak to one of the following in this order:

- Subject teacher
- Form Tutor
- The SENDCo
- The Assistant Head teachers
- The Deputy Head teacher
- The Head teacher