



The St Marylebone CE School

SEND Offer



Our Approach to Special Educational Needs and Disabilities

At St Marylebone we have high expectations of all our students and believe that, with appropriate support and intervention, all students can succeed, achieve and thrive. 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.

The high quality and differentiated teaching we offer should meet the needs of most 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.

This document, The St Marylebone SEND Offer, outlines our approach to meeting the needs of SEND students and the range of resources we have. Our offer is informed by the new *SEND Code of Practice 0-25 years: Statutory Guidance June 2014*.

The new SEND Code of Practice defines these four broad areas of need:

- communication and interaction
- cognition and Learning
- social, emotional and mental health
- sensory and/or physical needs

St Marylebone's provision for students with SEND is informed by our understanding of these four areas.

In the new code, the terms **School Action** and **School Action Plus** have been replaced by the term **SEN Support**. **Education Health and Care Plans (EHCP)** will be introduced to replace **Statements**. The process of replacing Statements with EHCPs will be guided by the Local Authority and is likely to take place over the next three years.



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Questions and Answers for Parents

How does St Marylebone meet the individual needs of students with SEND?

1. High quality classroom teaching and skilled differentiation

Classroom teachers know the needs of their students and seek to differentiate effectively to ensure students with SEND make progress in line with high expectations. Teachers seek advice and support from the SEND team so that appropriate and personalised strategies are used in the classroom.

Students' progress, attainment and behaviour for learning is carefully monitored and patterns or concerns addressed.

2. SEN Support

Where high quality teaching and skilled differentiation do not have the required impact on the progress of students with SEND, the class teacher, working with the Head of Year and SENCo, should assess whether the child has a learning difficulty requiring further **SEN Support**. This will require an **assessment of need** involving the student, the parent, Head of Year and SENCo. It is possible that further professional advice would be sought at this stage, as appropriate. This next stage is called **SEN Support**.

At this stage, we take the graduated approach of '*Assess, Plan, Do, Review*', as guided by the new SEND Code:

1. **Assess:** the need is assessed, understood and communicated as appropriate.
2. **Plan:** an evidence-based intervention plan is agreed, including timeframes, expected outcomes, stretching and relevant academic and developmental targets.
3. **Do:** the plan is implemented.
4. **Review:** the impact of the plan is monitored and evaluated in line with the agreed timeframe. Reviews may include meeting with parents and relevant professionals.

Teachers will include the recommendations of each student's intervention plan in their teaching. High quality teaching and skilled differentiation continues.

3. Education, Health and Care Plan (EHCP)

In cases when a student continues to make little or no progress, despite all intervention, the school will consider involving other specialists as appropriate to support the student's needs. This might include educational psychologists, speech and language therapists, dyslexia specialists. If the student still does not make expected progress, even with all this additional SEN Support, then the School will work with the student and parent to request a statutory assessment from the Local Authority. This could result in an Education, Health and Care Plan (EHCP). If an EHCP is given by the Local Authority, it will define the student's needs and the specialist help and provision required to meet those needs. The School will then ensure that the educational recommendations of EHCP are implemented.



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What strategies and resources will the School use to support pupils with SEND?

The lists below give some examples of the resources and interventions that may be available to meet the individual needs of SEND students at each stage of need. This is a guide and not a definitive list.

1. High quality classroom teaching and skilled differentiation

In addition to the benefits of skilled differentiation, students requiring extra support may have access to the following, according to their identified needs:

- Differentiated curriculum and teaching
- Academic mentoring
- KS4 options tutorials
- Learning Mentors
- Homework clubs
- Catch-up clubs
- CLCH Support – School Nurse
- Therapist /counsellor support
- Literacy Intervention Programme
- Pastoral team support
- Independent Careers Advisors
- Behaviour for Learning Centre: personalised programmes to support social and emotional development

2. SEN Support

In addition to the support provided above, pupils at the **SEN Support stage** may have access to some of the following, according to their individually identified needs:

- Pupil Passport: a document in which student and staff collaborate to agree targets and learning strategies.
- Targeted Learning Support Assistant (LSA) or Learning Support Teacher (LST)
- Dyslexia Specialist and / or Speech and Language Therapist (SALT) support
- Tri-Borough outreach support, advice and intervention
- Smaller support classes in certain subjects
- Referral to CAMHS
- Further specialised differentiated support, according to the needs of the pupil.

3. Education, Health and Care Plan

At this stage, in addition to the support mentioned in stages 1 and 2 above, students will have a personalised support plan based on their EHCP. This could include the following, as appropriate to the needs of the student:

- LSA in class, suited to the needs of the student
- Specialist equipment or resources to enable full access to learning and school life
- Speech and Language Therapist intervention sessions
- Learning Support Teacher intervention sessions
- Specialist Dyslexia Teacher intervention sessions



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- 1:1 outreach support from the Tri-Borough SEND team including specialists in visual and hearing impairment, ASD, SLCN, occupational therapy, physiotherapy.
- Alternative Provision: courses of study outside the usual curriculum offer, sometimes off-site

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

- include the views and aspirations of the parent(s) / carer(s) and the student
- give a description of the student's special educational needs and any health and social care needs
- establish the expected outcomes and measures of the student's progress
- specify the provision required and how professionals in education, health and social care will work together to meet the student's needs and support the achievement of the agreed outcomes.

The request for the local authority to conduct an assessment of a student's needs can come from the parent (s) / carer(s), the student (where appropriate and aged 16 or over) and/or the School (usually the SENCo or Headteacher). This assessment may lead to an EHC Plan.

Further Guidance for Parents...

1. Who should I talk to about my child's difficulties with learning or SEND?

The Form Tutor is the first port of call for most concerns or questions.

If you know that your concern relates to a specific, identified difficulty or need, you can contact the following specialists at school by phone on 0207 935 4704 or by email on info@stmaryleboneschool.com.

The School SENCos
Learning Support Teachers KS3 and KS4
Dyslexia Specialist Teacher

Speech and Language Therapist
SEND Governor
Deputy Headteacher: Pastoral and Safeguarding

We ask you to remember that our staff spend most of their time in sessions with students so may not be immediately available at the time of your call or email. You should expect a reply within 24 – 48 hours.



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2. How will teaching be adapted to meet the needs of my child?

Teachers at St Marylebone are skilled at adapting their teaching to meet the diverse range of pupils' needs. Lessons are planned to allow all students access to the curriculum. Differentiation is skilled; this is something we expect to see in all lessons. The majority of lessons are set according to ability; some are taught as mixed ability. Additional adults in the classroom are used resourcefully and effectively to help groups and individual students make progress and develop independent learning skills.

3. How are Marylebone teachers enabled to work with students with SEND? What training do they receive?

Marylebone teachers are trained to support students with SEND through the following, according to staff and student needs:

- Advice and support from the SEND team regarding individual students
- Collaboration in designing personalised intervention plans which explain the student's needs, recommend strategies and identify targets
- INSET for all staff regarding students with EHCPs or Statements, run by the SENCo
- INSET for all staff on skilled differentiation, run by the SEND and Teaching & Learning teams
- INSET for all new and trainee staff on SEND, run by the SEND team
- Specialist INSET sessions by relevant professionals or agencies working with students on our roll with SEND

All teachers are expected to account for their interventions to support students with SEND in their lesson planning. Provision for SEND is reviewed in Learning Walks and lesson observations.

In addition to the SEND team (see Question 1 and the "Roles and Responsibilities" section below), we also work with a range of other professionals and external agencies including:

- Educational Psychology Service
- Hearing Impairment Specialist Service
- Visual Impairment Specialist Service
- Specialist Advisory Service for ASD and Speech & Language
- CAMHS

4. How will we measure the progress of pupils with SEND?

Students' progress is frequently monitored by subject teachers, in both formative and summative assessment. Those on SEN Support and EHC Plans are also tracked and monitored by the SEN team.

- Progress is reviewed formally every term and a teacher-assessed level given for that subject.
- Two Academic Review Days and one Parents' Evening for each student are held every year.



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- Pupils on SEN Support, including those with a statement for SEND or an EHCP, also have a **Pupil Profile** which is reviewed three times yearly, with parental involvement. This could be with the SEN team or the Tutor, depending on the individual student's needs and intervention requirements.
- The progress of students with a statement for SEND/ an EHCP is formally reviewed at an annual review. All adults and professionals involved with the child's education are invited to this meeting as appropriate.

5. What support do we have for parents / carers of students with SEND?

- Teachers and Heads of Department are available to discuss progress or any concerns you may have about a specific subject.
- Learning Support Assistants, Learning Support Teachers, Form Tutors and the SENCo are available to discuss wider concerns, progress overall and personal development.
- Specialists such as Speech and Language Therapists and Dyslexia Specialists employed by the School are also available to give feedback.
- The pastoral team (Heads of Year, Mentors) are also available to discuss concerns regarding a student's emotional well being.
- The SEND team also offer guidance as appropriate to parents about strategies or activities which can be done at home to support students' learning.
- The SENCo may also support parents with strategies, resources and ideas for supporting students' 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.
- Pupil Profiles and Pupil Passports will be reviewed with parents three times a year.
- Statements of SEND and EHCPs will be reviewed annually with parents / carers and all other appropriate professionals involved in the student's education, health and care.
- The student's school diary can also be used by parents to communicate with the School, if it has been agreed as a useful way to support the student and parent.
- Parent workshops on supporting students' e-safety, emotional well-being and stress management are also offered by the School.

6. How is support funded and allocated to students with SEND?

- St. Marylebone receives funding from the Education Funding Agency (EFA) and the local authority. This includes money to support the learning of students with SEND.
- The Head teacher, in consultation with the School's Governors, decides how this funding for SEND should be spent, based on the needs of the students in the school.



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- The Head teacher, Deputy Headteacher (Pastoral and Safeguarding) and the SENCo formally evaluate the effectiveness of the School's current intervention and provision yearly. This evaluation informs their development plan, objectives and actions 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 students who require additional support to learn.

7. How will Marylebone help my child in transition between schools?

Students with SEND can become particularly anxious about transitions. At St Marylebone we seek to support successful transition in the following ways:

Year 6 to Year 7 transition:

- The SENCos will attend St Marylebone Open Evenings to discuss the specific needs of students with SEND and will help to determine if the School can meet these needs.
- Where possible, the SENCo will attend the Year 6 annual review prior to her arrival at St Marylebone. If this isn't possible a formal meeting will be arranged with the primary school's SENCo.
- Where appropriate, additional multi-agency meetings can be arranged to create a more detailed transition plan.
- Students with Statements or EHCPs are invited to 3-day transition programme ahead of the transition visits done by the rest of Year 6. In this way, these students become more familiar with the setting and more confident with the transition to secondary school.
- Tutors and teachers are trained and advised about the students with SEND arriving into Year 7 before the students arrive.

KS3 to KS4 transition:

- All students receive one-to-one advice and guidance from members of the Senior Leadership on their KS4 Options.
- For students with SEND, this is further advised by meetings with the Independent Careers Advisor and SENCo.

Year 11 to Post-16 transition:

- Our Independent Careers Advisor provides a programme of one-to-one meetings with students with SEND through KS4 to support them in their Post-16 decision-making.
- Students are given a list of appropriate sixth form schools and colleges, showing when open evenings are. Where appropriate, students are accompanied to these open days.
- Taster days are organised where appropriate, giving students an experience of study on particular post-16 courses.
- The SENCo will liaise with the relevant staff at any new school or college to ensure the student has a smooth transition.



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Year 13 to Post-18 transition

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

Moving to another school:

- If a student is moving to another school we will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs to be made for the student.
- We 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.

8. How will my child be included in activities outside the classroom including school trips?

St Marylebone runs an inclusive curriculum and enrichment programme. Our aim is that no student should be excluded from extra-curricular activities or 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, then alternative activities which will cover the same curriculum areas will be provided in school.

9. What support will there be for my child's happiness and well being at St. Marylebone?

- All staff at St. Marylebone value the happiness and well-being of young people and understand the impact this has on progress, attainment and personal development. We have an experienced pastoral team, who offer a range of personalised interventions for students.
- The Head of Year is responsible for the overall progress and well-being of students in his / her year group. Each is supported by an Assistant Head of Year. Each Form group has two Form Tutors who see their Form group twice a day, at morning and afternoon registrations. The Form Tutors monitor their students' progress and well-being through daily interactions and observation, data-monitoring, Academic Review Days and in Key Stage meetings.
- The school also employs three Learning Mentors, a Counsellor, a Family Therapist and a School Nurse. This team of professionals work closely together and their support is matched to the needs of individual students.



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10. How is St. Marylebone's site accessible to children with SEND?

All of the 6th Form site on Blandford Street is accessible by way of a lift. Some of the buildings at the main site at the top of Marylebone High Street are accessible to students with physical disabilities. Students need to travel by foot between both sites for specific lessons. Please see our [Accessibility Policy](#) on our website.

We ensure that teaching resources and equipment used are accessible to all students regardless of their needs. Any specialist equipment, hearing aids, visual aids or adapted furniture will usually be made available through the various Local Authority agencies as far as possible. We aim to have all after-school and extra-curricular provision accessible to all students, as appropriate.

11. How are pupils with SEND able to contribute their views?

We value and celebrate each student being able to express their views on all aspects of school life: students who have Pupil Passports and or Pupil Profiles discuss and set targets with the appropriate staff; this too is an opportunity to hear their views, as are Academic Review Days and Parents' Evenings. The views of students with a statement of SEND or an EHC Plan will be sought before any review meetings and they will be invited to attend if this does not distress them.

The School Council is not an exclusive body. Every Form has a captain and vice-captain and all take part in the democratic process to appoint them. Following School Council and House Meetings, ideas are reported back and debated in Form time. This is an open process in which students with SEND are as included as everyone else.

12. How can parents make a complaint if they are not happy about the provision made at the school for SEND?

If you are not happy with our provision for SEND, can make a complaint as per our Complaints procedure. Your first port of call for concerns or complaints is the Form Tutor or SENCo. Please see our [Complaints Policy](#).



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Roles and Responsibilities of the SEND Department

1. The SEND team: SENCo, Specialist Dyslexia Teachers, Speech and Language Therapist, Learning Support Teachers and Assistants

This team is responsible for developing and implementing the SEND offer in line with our SEND Policy and the new Code of Practice. The team co-ordinates the provision for students with to make sure all students receive a consistent, high quality response their needs. This includes:

- ensuring parents and carers are involved in supporting their child's learning, are kept informed and are involved in reviewing their child's progress
- liaising with all the other people who may be involved the student's learning, eg Speech and Language Therapists, Educational Psychologists and other specialists
- updating the School's SEND register, which records the needs, progress and important details about students with SEND
- providing specialist support for other teachers and support staff in the school so they can help students with SEND in the school achieve the best possible progress
- ensuring teachers and pastoral staff are aware of the needs of individual students and know how to meet these needs
- advising teachers and pastoral staff on intervention strategies to support students with SEND.

2. **The Deputy Headteacher (Pastoral and Safeguarding)** is responsible for the line management of the SEND department, including the strategic planning for provision for students with SEND and reporting to Governors on the progress of these students.

3. **The SEND Governor** is responsible for supporting the school to evaluate and develop quality and impact of provision for students with SEND across the school.

4. **ALL teachers** are responsible for monitoring the progress of all students, identifying, planning and delivering any additional support required by students with SEND. Teachers should know the needs of their students and should work with and take advice from the SEND Team to support students effectively. Teachers are also responsible for communicating with parents and carers as appropriate at Parents Evenings and Academic Review Days providing informed feedback on the progress of students with SEND.



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External Professional Testing and Examinations: Access Arrangements

'Access Arrangements' are reasonable adjustments made to the conditions under which a disabled candidate sits exams. The Equality Act (2010) defines a disability as "a physical or mental impairment which causes substantial, long-term adverse effect on normal day to day activities".

At Key Stage 3, Access Arrangements are not regularly granted to St. Marylebone students in order that baseline performance can be accurately assessed. In this way, the most effective intervention can be implemented. In *exceptional* individual circumstances access arrangements may be considered.

For external exams in KS4, any applications will be made in line with the current Joint Council of Qualifications Guidelines. For more detail please contact our SENCo.

Links to other relevant policies

The St Marylebone SEND Offer relates to the following school policies and documents. These can be found on our website or can be requested from the School:

- SEND Policy
- [Behaviour for Learning Policy](#)
- [Anti – Bullying Policy](#)
- [Equalities Objectives](#)
- Curriculum Principles
- School Trips and Visits Policy
- [Admissions Policy](#)
- [Accessibility Policy](#)