



Marylebone Boys' School

STUDIO ET INDUSTRIA

SEN and Disability Information Policy

Policy Name	SEN and Disability Information Policy
Author	SENDCo
Last reviewed	May 2024
Next review date	May 2025 (Every year)
Required to publish on school website	Yes
Statutory	Yes

Our approach to Special Educational Needs and Disabilities (SEND)

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.

This document 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*. (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

Links to school policies:

- Health and safety policy
- Anti-bullying policy
- Complaints procedure
- Behaviour and Attitudes to Learning and Anti-bullying Policy
- Charging and remissions policy
- Accessibility Plan
- Pupil Premium and Catch Up funding statement
- Child protection and safeguarding policy
- Safer recruitment policy
- Children with health needs that cannot attend school policy

Link to Bi-borough Local offer:

[Family Information Hub | SEND Local Offer \(westminster.gov.uk\)](#)

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1. Who are the best people to talk to at Marylebone Boys' School about my child's difficulties with learning, special educational needs or disability?

- First, 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.

2. How will the school let me know if they have any concerns about my 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.

3. How will the school consider my views and those of my 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.
- ~~➤ Students who take part in pastoral interventions are invited to complete feedback forms annually in order to personalize support as far as possible and improve support for future students.~~
- Opportunities for parent/carer feedback will be provided throughout the year through events such as 'Year Ahead' evenings, parent coffee mornings or through surveys.

4. How does Marylebone Boys' School ensure the teaching staff are appropriately trained to support my 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.

5. 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.

6. What types of support may be suitable and available for my 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
 - **Catch-up**
 - 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
 - Year 7 Transition
 - Homework club
 - SEN break and lunch time club
 - Exam access arrangements

7. How will you support my child to reach his/her 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.

8. 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.

9. How will you help me to support my 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 user-name 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.

10. 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.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his **regular** 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 **powers 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.

12. What support will there be for my 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.

13. How is my child included 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.

14. How will Marylebone Boys' School support my 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.

15. What is 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 which will build to a total of 18 places over 3 years.
- 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.

16. What is the process for 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.

17. Who can I contact if I have a complaint about the SEN provision made for my child?

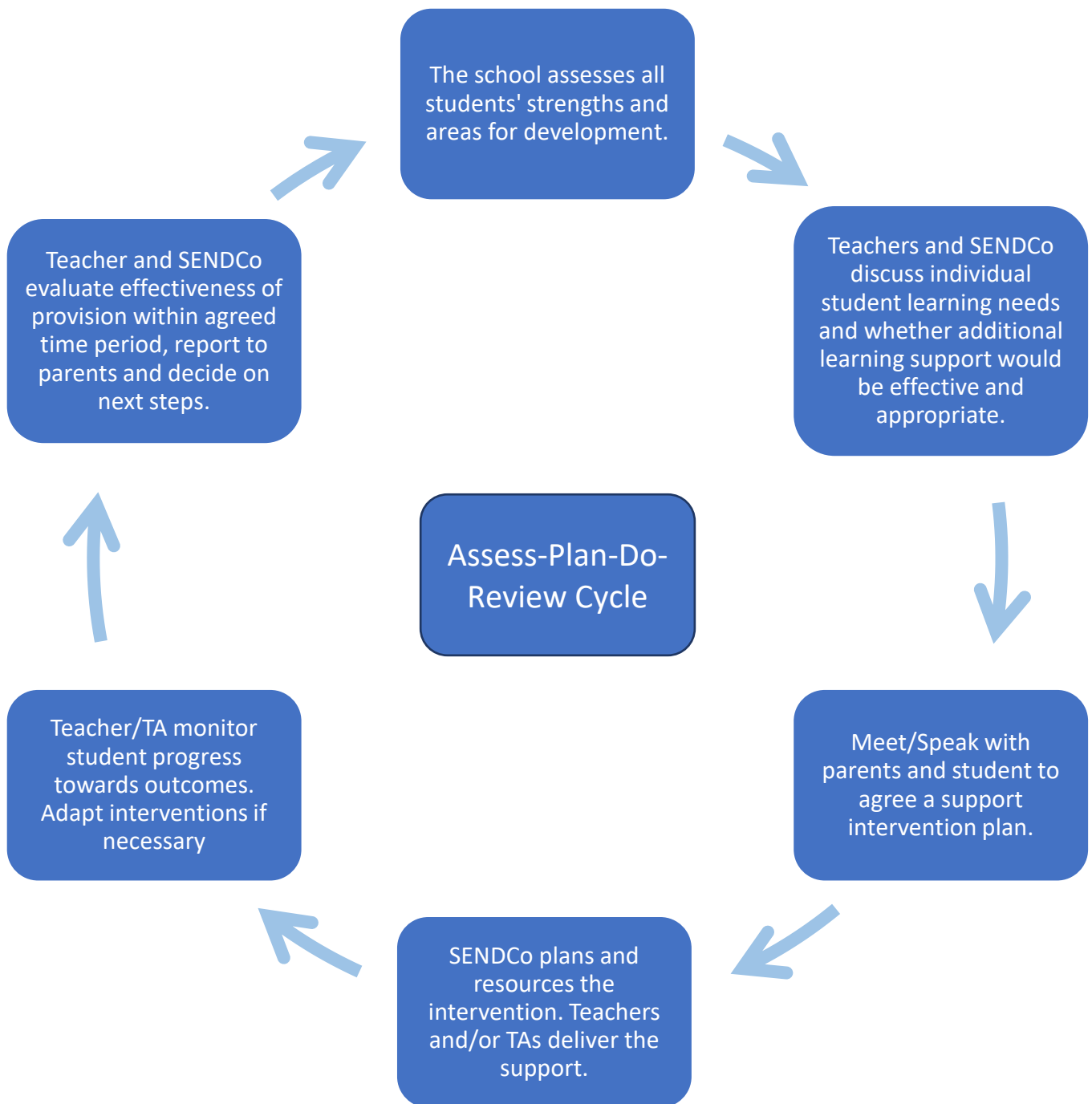
- Initially speak with your child's Form Tutor or the SENDCo. They should be able to address your concerns or pass them on to the relevant party.
- Please then refer to the school's complaints policy ('MBS Complaints Procedure') available on the school website (www.maryleboneschool.org)

16. If I have any other questions about my child at Marylebone Boys' School, who can I ask?

➤ 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 teachers
- The Head teacher

Marylebone Boys' School's Intervention Decision Process using the Graduated approach (SEND CoP)



Roles and Responsibilities of Staff involved with SEND

1. **The SENDCo** is responsible for developing and implementing the SEND offer in line with our SEND Policy and the new Code of Practice. The SEND team co-ordinates the provision for students to make sure all students receive a consistent, high-quality response to 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 other people who may be involved with the student's learning, e.g. 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 Head Teachers** are 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 Assistant Head Teachers** are responsible for the overall inclusion and wellbeing of students in the school and work closely with the SENDCo in making recommendations for pastoral interventions and referrals to outside agencies for additional support as appropriate.
4. **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.
5. **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 'Year Ahead' Evenings, providing informed feedback on the progress of students with SEND.

Examination 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”.

Key Stage 3

- Access Arrangements are not generally granted to MBS students in assessments where baseline performance needs to be accurately assessed.
- For periodic internal assessments, the school may provide appropriate Access Arrangements to pupils where there is sufficient evidence to justify doing so and where sufficient resources are available.
- The SENDCO may prioritise Access Arrangements according to individual need where insufficient resources are available.

Key Stages 4 and 5

- For external examinations, applications for Access Arrangements will be made in line with the current Joint Council for Qualifications (JCQ) Guidelines. For more details, please contact the SENDCo.
- Students in these year groups will be provided with Access Arrangements for formal internal assessments, including mock examinations, in order to provide evidence of use of Access Arrangements as their ‘normal way of working’, in accordance with JCQ requirements.