



## SEND Offer 2019-20

Maricourt seeks to provide and sustain a living Catholic Community which is rooted in Christian Values and where growth and knowledge, respect, love and fellowship are shared by all

**Governor approval September 2019**

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## Introduction

At Maricourt we welcome all students into our Christian Catholic school community. We are a fully inclusive school in all we do; our philosophy and actions are rooted in our school mission statement:

***‘Maricourt seeks to provide and sustain a living Catholic Community which is rooted in Christian Values and where growth and knowledge, respect, love and fellowship are shared by all’.***

We respect and uphold our central belief that all students are uniquely made in God’s own image for a specific role in this world. It is entrusted to all the staff of Maricourt to ensure that all students realise their full potential and develop as confident individuals.

July 2019 Maricourt was successful in achieving the **SEND Inclusion Award** which we will maintain for the next three years. Our key strengths were identified as:

- *“The school is a welcoming, nurturing and happy school. Student wellbeing is a priority for the school: should students have any worries, anxieties or concerns they know who they can speak to and that staff will support them.”*
- *“The school is committed to removing barriers to learning. The SENCO, SLT and Governors ensure that inclusion is at the heart of the school and central to the school ethos.”*
- *“The school understands the needs of children with SEND and their families and that parent / school relationships are based on honesty and trust. These views were supported by the SEND parent and student surveys.”*
- *“Staff have a good understanding of the school’s SEND and SEMH provision and their own roles in this. The school’s systems ensure that all staff have access to relevant information and resources, share good practice, support each other and have regular training.”*

## SEND description

All students at Maricourt have access to learning opportunities without discrimination in accordance with the Equality Act 2010 and the Children and Families Act 2014. Maricourt aims to offer students with Special Education Needs and/or Disability (SEND) the best possible provision, guidance and support so that the impact of any learning difficulties are minimized In accordance with recent changes in legislation:

***'A student has an Additional Education Need when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.'***

Code of Practice 2014 6:14

## Categories of SEND Need

The 4 areas of need are recognised as being: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

Category of Need	Description	Examples of types of Need in this Category
Communication and interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.</p> <p>Difficulties can centre on expressive and receptive language skills and include social interaction skills.</p>	<ul style="list-style-type: none"> <li>• Severe Stammer</li> <li>• Social Communication Difficulty</li> <li>• Delayed speech</li> <li>• Dyslexia (in particular processing information)</li> <li>• Poor receptive and expressive language skills</li> </ul>
Social, Mental or Emotional Health	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p>	<ul style="list-style-type: none"> <li>• Obsessive compulsive disorder</li> <li>• Eating disorders</li> <li>• Phobia's</li> <li>• ADHD</li> <li>• ASC or Autism</li> <li>• ADD or any pervasive development disorder</li> <li>• Attachment disorder</li> <li>• Anxiety/depression/ self-harming</li> </ul>

Cognition and Learning	Children and young people may experience difficulty in learning or may learn at a slower pace than their peers despite suitable differentiation.	<ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• Dyspraxia</li> <li>• SPLD (specific learning difficulty)</li> <li>• MLD (moderate learning difficulty)</li> <li>• Processing and memory difficulties</li> </ul>
Sensory and / or physical	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.	<ul style="list-style-type: none"> <li>• Partially or fully blind</li> <li>• Partially or fully deaf</li> <li>• Cerebral palsy</li> <li>• Medical conditions affecting mobility</li> <li>• Severe dyspraxia</li> <li>• Hypermobility difficulties</li> </ul>

This is not an exhaustive list of types of need, also it must be noted that a student can have an Individual SEND profile which encompasses need in all or some of the need categories above.

## Aims

Maricourt aims to:

- raise the aspirations of, and expectations for all students with SEND and endeavour to narrow the gap in attainment between students with special educational needs/disabilities and other groups of students, to ensure that all students realise their full potential
- operate a 'whole school' approach to the management and provision of support for special educational needs
- provide support and advice for all staff working with students with special educational needs and disabilities, and ensure that students and parents/carers are partners in the provision of SEND
- work within the guidance provided in the SEND Code of Practice 2014.

## The role of the SENCo

Our school SENCO is Mrs Joanne Cowans

cowansj@maricourt.net - 0151 330-3366.

In collaboration with the Head teacher and the Governing Body, the SENCo plays a key role in determining the strategic development of SEN policy and the shape of the provision to meet the needs of our SEND students.

The key responsibilities include:

Overseeing the day to day operation of the school's SEN policy

- Liaising with many specialist services including: Sefton Educational Psychologist team, SSENIS and the inclusion team, Complex Needs team and Visual and Hearing Needs team.
- Leading the Inclusion Team of Higher Lever Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs).
- Coordinating provision for students with special educational needs.
- Overseeing all the records on students with special educational needs.
- Liaising with parents.
- Contributing to the in-service training of teaching and non-teaching staff.
- Leading the school response on securing, where appropriate, additional specific support or a change of provision.

## Identification of students with SEND

This occurs in several ways:

1. On entry to Maricourt, and as part of the transition process from Primary school, information is exchanged via the standard application to secondary school form.
2. Consultation meetings with staff from the primary setting and the Local Authority Inclusion team, prior to admission.
3. Standard assessments at the start of year 7 which include tests for numeracy and literacy.
4. Identification of SEND may occur as a student progresses through school. This is done through on-going exchange of information in relation to progress of students by teachers, parents, students and specialists, especially at transition points in a student's education.
5. Results from specific assessments of learning need.

Any Special Needs that are identified on admission are discussed with parents allowing the school to start planning for effective provision. However, it must be clear that individual needs can only be addressed once the student is both accepted and registered on role (this can only happen on the first day of admission), then time is needed to process information and put appropriate support in place.

As a mainstream school we will do our best endeavour to make reasonable adjustments to cater for identified needs where appropriate.

## SEND Support

Students identified with SEND and who need additional support to access learning, are placed on our **SEND Support Register** (for example, students with an EHCP Statement of Needs or in receipt of HNF). The provision of support takes priority for these students (in terms of intervention programmes and class support etc).

All SEND Support students will have Support Plans, which are drawn up in consultation with staff, external agencies, parents and students. These are reviewed termly by all stakeholders. Students themselves are at the heart of any planned provision and will be invited to all review meetings.

If a student at Maricourt is found to have SEND but is making good progress, they may be removed from SEND Support and placed on a **Monitoring Register** to help inform teachers of their needs (i.e. students identified as having ADHD, ASC, ASD and/or Dyslexia tendencies).

Parents/guardians are notified by letter and sent any other school documentation deemed relevant.

All information is made available to staff on the shared area of the school computer network.

In relation to the types of learning need described above, Maricourt offers the following to ensure that children with SEND are included in all activities.

## Quality First Teaching

Effective support of SEND students is based upon a 'graduated approach' of high expectations, accurate assessment of learning need, targeted planning and delivery of teaching resources and methods with appropriate on-going assessment of effectiveness in terms of student progress.

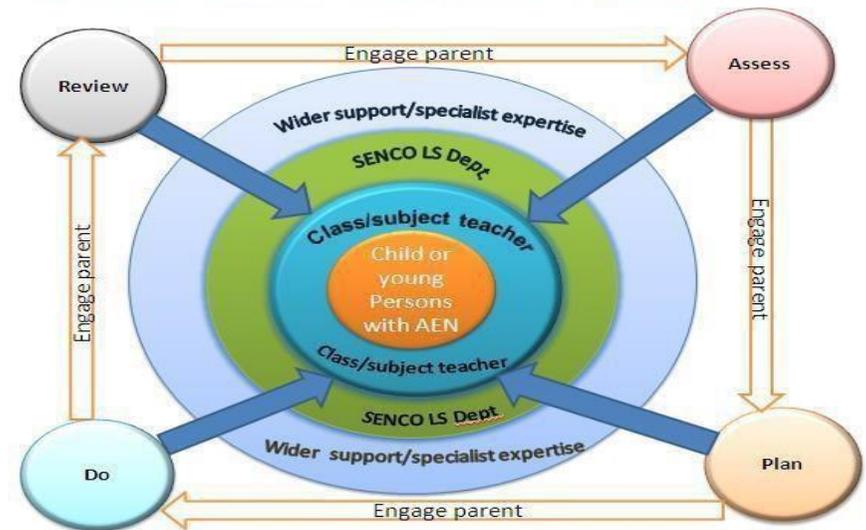
Central to this model is the student, parent/guardian and class teacher.

**Quality first teaching** is the most effective method of supporting students with SEND in Maricourt.

All students have access to a broad and balanced curriculum where teachers set high expectations for every student whatever their prior attainment. All students are entitled to the same opportunities and experiences regardless of whether they have a special need and/or disability and are included in all that is possible. In all classrooms, there are well-planned activities with learning purposes made clear to all students, differentiated to enable all students to make progress through accessing the curriculum.

A range of teaching styles is offered that include auditory, visual and kinesthetic approaches to enable all students to engage with their learning. Staff across the school are aware of student needs and make plans to ensure that students are included in all appropriate activities. Assessment is accurately used to set appropriate challenging learning targets.

## The reform vision: A whole school approach



## The Waves Approach

Maricourt uses a 'waves' approach' to support students of SEND.

**Wave 1** - Quality First Teaching - Teachers will identify any potential areas of learning difficulty and differentiate accordingly. This is not a special intervention for students with SEND.

**Wave 2** - Targeted support will be offered for students which will require time-limited intervention programmes in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

**Wave 3** – Students will be offered additional support when it is clear that their needs require intervention which is “additional to” or “different from” the differentiated curriculum offer for all students in the school.

Provision will form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is also known as the graduated approach.

WAVE approach

<p>Type of Learning Need</p>	<p>Quality First Teaching Offer (Monitored through school quality assurance programmes including departmental review process)</p>	<p>Quality First Teaching Offer/ Learning Support Offer</p>	
	<p><b>Wave 1</b></p>	<p><b>Wave 2</b></p>	<p><b>Wave 3</b></p>
<p>Cognition and learning</p>	<p>Differentiated curriculum where possible. Teaching adapted to a range of learning preferences.</p> <p>Reading material accessible to students. Students can present knowledge in a variety of ways.</p> <p>Assessment for learning concepts - students are aware of the next steps in learning and how to achieve them.</p>	<p>Specialist assessments for literacy and numeracy.</p> <p>Catch Up programmes for literacy and numeracy.</p> <p>IDL computer based spelling programme.</p> <p>Provision of laptops in lessons where necessary.</p>	<p>Specialist SENISS Dyslexic teacher sessions 1-1 or small group.</p> <p>Educational Psychologist assessments.</p> <p>Access Arrangements for examinations.</p> <p>Inclusion Consultant reports.</p>

	<p>Accessibility to personalised learning aids such as word banks, number lines etc.</p> <p>Collaborative working opportunities. Questions differentiated in accordance to level of understanding and emotional needs. Interactive learning opportunities as appropriate.</p>	<p>Literacy and Numeracy Non Secondary Ready Catch up programme for Year 7</p>	<p>Personalised Work experience programme and careers guidance.</p> <p>In class support.</p>
<p>Communication and Interaction</p>	<p>Visual prompts and key vocabulary displayed</p> <p>Outcomes modelled and demonstrated</p> <p>Clear classroom organisation and structures</p> <p>Clear unambiguous use of language</p> <p>Opportunities to work independently without interruption</p> <p>Time provided for students to process language</p> <p>Teacher able to access and employ method of communication appropriate to students' need</p>	<p>1-1 and Paired reading programmes. Reciprocal reading.</p> <p>Careers support.</p>	<p>Educational Psychologist assessments.</p> <p>Access Arrangements for examinations.</p> <p>Personalised work experience and careers guidance.</p> <p>Together Trust (Autism support) programmes</p> <p>Nurturing support in our support center at break and lunch</p> <p>Sand Play Therapy</p>

<p>Social, emotional and /or mental health needs</p>	<p>Highly effective pastoral support systems including progress leaders and learning mentors.</p> <p>PHSE (Personal, Health, Social education) Curriculum.</p> <p>Regular communication with parents. Clear rewards and sanctions policy. Safeguarding Policy directives and processes.</p>	<p>Comic Strip conversations resources facilitated by a learning support assistant.</p> <p>Specialist Elkland screening questionnaire</p> <p>ADHD training for staff. Intensive support for transition and work experience including visits and completion of transition passports.</p>	<p>In class support.</p> <p>Well Being Centre – mentor intervention</p> <p>‘Together Trust’ Autism Support.</p> <p>Specialist teacher input from SENISS (Special Educational Needs Inclusion Support Service).</p> <p>Links with and advice from paediatric/ mental health teams including CAHMs.</p> <p>Access Arrangements for Examinations.</p> <p>VENUS counseling Service -</p> <p>Alternative therapies facilitated by the Wellbeing Team.</p>
<p>Sensory and/or physical needs</p>	<p>Environmental adaptations to suit cohort or individual students where possible. Access to equipment to ensure mobility where possible.</p> <p>Effective use of resources and technology.</p>	<p>LSA support in lessons to make adjustments to support learning.</p>	<p>LSA directed learning for practical lessons.</p> <p>Access plans and meetings provided by SENISS.</p> <p>Multi-Agency meetings and care plans if needed.</p> <p>Access Arrangements for Examinations.</p>

### Exceptional support for students.

As part of the schools' graduated response, students not making progress, having had at least two terms of SEND support and reviews, and if support is costing in excess of £6000, school may make an application to the Local Authority for High Needs Funding or make a referral for an Educational Health Care Plan. These students (although very few in number) may have significant and complex needs and/or be at risk of permanent exclusion. Students here will require highly personalised programmes of support for the longer term. The Local Authority will be responsible for determining provision, based upon clearly evidenced and assessed need, and will continue to be responsible for monitoring progress against desired and agreed outcomes.

### Provision for students with social emotional and health care needs.

The third category of listed need in the new code of practice 2014 highlights the requirement of schools to support student's Social, Emotional and Mental Health (SEMH) care needs

At Maricourt this is done throughout the school in the following ways:

- A Christian culture which pervades the whole ethos of the school.
- Extensive and wide level of pastoral support led by progress leaders and form tutors and coordinated through pastoral and attendance officers.
- An emotional literacy 'Connection for Learning' programme for all Year 7 students.
- Early Help. CAF, TAC and LAC support structures and processes for safeguarding students.
- Learning support mentors.
- Work with 'Together Trust' Autism Specialist
- Extensive links to Sefton Local Authority services and CAMHS.
- School nurse.
- School wide extra-curricular activities led by subject departments.
- The rewards and sanctions programmes running throughout the school.
- Anti-Bullying events including support from organisations such as Bully Busters and on-going programmes led by the progress teams.
- A Wellbeing Center offering personalised intervention with support from Children and Adolescent Mental Health Services (CAMHS)

## Tracking Progress for SEND students

Tracking the progress of students who have SEND at Maricourt is extensive and detailed.

It encompasses our school's progress tracking processes and in addition the following applies:

Method	By Whom	Description.
SEN Support individual review meetings	SENCo, parents and student alongside any other agencies involved with the child.	Termly
Monitor register	Progress Leaders, SENCo	Termly
Specialist SSENIS report data.	Specialist teachers.	Termly

## Checking the Quality of SEND Provision

Alongside monitoring the attainment of students with SEND Support, and those on the Monitoring register, the learning support department partakes in all rigorous procedures for self-review to ensure it is effective and continuing to develop. This is carried out in a number of ways:

- School self-review process undertaken by SLT and Link Governor every 2 years.
- Lesson Observations for all departments include scrutiny of teaching and learning for AEN students in lessons. Scrutiny of student work.
- Contribution to external quality control inspections from School Improvement Partner teams.
- SENCO reports to Governors including the GCSE AEN Analysis, Annual attainment/Progress Reports. LSA lesson Observation.
- Parent and student voice.

## Impact of SEND intervention 2018 - 19

Students on the SEND support register achieved the following by July 2019:

### Year 7 – 17 students

- ☒ 71% of SEND students reached silver and gold targets in Reading (those below made good progress towards their own BSquared targets) and 88% in Maths
- ☒ 77% of SEND students are now secondary ready (NSR) in English and 88% in Maths
- ☒ With focused reading intervention from Sefton SEN Inclusion Service (SSENIS) Dyslexia support we only have four students in Y7 reading below a chronological reading age 10 years
- ☒ Attendance of SEND students is excellent at 96%
- ☒ x2 students with an Education Health Care Plan (EHCP) are making good progress in all subjects

### Year 8 – 14 students

- ☒ 100% reached their targets reading and 93% in Maths
- ☒ Attendance of SEND students overall is 95%
- ☒ x1 student with an EHCP is making good progress in all subjects and has excellent attendance

### Year 9 – 7 students

- ☒ 5 reached their targets in English and 4 in Maths
- ☒ Attendance of SEND students overall is 93%
- Two students receive bespoke alternative provision
- An alternative curriculum - Certificate of Personal Effectiveness (COPE) has been planned for these students at GCSE

#### Year 10 – 13 students

- ☒ Overall attendance is 92%
- ☒ Students struggled with mocks and have been identified as a priority group in Y11

#### Year 11 – 21 students

- Three students with difficulties in Cognition and Learning achieved their target grades with an average Progress 8 score of -0.17
- A student with an EHCP achieved overall, a grade 7 in mathematics and grades 5 & 6 in sciences. He has now secured his chosen level 3 course in digital media at LMA.

#### Year 12/13

- ☒ A Y13 student with HNF achieved three grade Cs at A level. She has secured a place on a Psychology degree course in Edgehill University.

## Transition

Maricourt ensures that all students encompassing those with SEND make excellent transitions between key stages of their education and in preparation for adulthood. The following support applies:

Transition Point	Provision / Support
Continuum of transition	SENCo works jointly with other secondary and primary SENCo's to ensure complimentary practice
New intake from year 6 to 7	<p>Subject specialist links to primary schools in core and foundation subjects.            New Intake evening for all new parents and students.</p> <p>Transition meetings between Maricourt and all primary schools.            SENCO and Head of Lower School primary school visits and parental/student visits to Maricourt. Year 5 and 6 Open Day visits.            Transfer and discussion of SEND Support registers' information to Progress Leader for year 7.</p>
GCSE or Key Stage 4	<p>LSA support for study options for GCSE.            Careers and work experience support through careers advisor and Connections            Careers interviews as well as 1-1 intensive support from the Local authority for students with an EHCP            Mock interview from external providers i.e. Sefton EBP.</p>
Post 16 +	Support in preparation for life after school according to EHCP. Careers and Higher Education support through an Enrichment programme

## Preparation for Life skills

Preparation for Life skills are fully supported for students with SEND include:

1. Support programmes for individuals and groups.
2. The Connections for learning and PHSE (Personal health and Social Education) programme for the school.
3. Vocational options within the Curriculum at Key Stage 4 and 5.
4. The Careers Curriculum at Key Stage 4.
5. Support of aspects of the RE curriculum and SRE programmes.

## Access arrangements

Teachers are in the best position to identify students who may need any future Access Arrangements at GCSE. In Years 7 & 8 teachers will record those students who they feel in formative assessments need arrangements such as a reader / scribe, laptop or extra time. Such students will be on our Access Arrangements register.

Teachers will then provide evidence of 'normal way of working' for these students as evidence for a formal specialist assessment they will sit in Year 9.

In year 9 a Local Authority Specialist Assessor will determine if the student is eligible for Access Arrangements in line with JCQ regulations.

The exam board proved very clear guidelines for this.

An on-line application is then made and these arrangements will continue into GCSE. They will be reviewed again post 16.

These arrangements are pre-agreed reasonable adjustments that are made to exams, tests and assessments for individual candidates.

In all cases the applications must meet the JCQ requirements as noted above.

Access arrangements can come in the form of, but are not restricted to the following:

- additional time use of a reader and/or scribe
- use of a transcript (for a student whose handwriting may be very difficult to read) – the paper is copied out by a teacher after the test has finished; before the paper is sent off for marking
- use of a word processor
- use of a prompter (for students who struggle to remain on task for any length of time)
- use of a bi-lingual dictionary in the Maths and Science tests for students who have English as an additional language.

### **Building Capacity for future effective SEND provision at Maricourt.**

As Assistant Head Teacher Miss Bennett in the link and line manages the SENCo and her Learning Support Team. This ensures that Special Education Needs and Disabilities provision is a priority at Maricourt High School in all aspects of the curriculum, safeguarding and teaching and learning.

The school SENCo has a vast experience of teaching in many secondary schools over the past 21 years, Mrs Cowans has also worked as a Local Authority School Improvement Officer, completed an MA in Learning and Teaching as well as completing the SENCo National qualification. She is also a Specialist Assessor in assessing for Access Arrangements. Mrs Cowans is currently a quality assurance reviewer for the National Association of Special Education Needs (NASEN).

All teaching and learning support staff receive termly training to keep abreast of the Code of Practice from the SENCo with support from external agencies. Teaching and support staff at Maricourt firmly believe that development of skills in relation to effective support for students with SEND is a key area of their professional responsibility.

Examples of SEND training is highlighted below:

<b>Subject Departments / Teaching Staff</b>	<b>Teaching Staff</b>	<b>Learning Support (LSA) Department</b>
<b>2018-19</b>	<p>Departmental Self-evaluation for SENDIA award</p> <p>Literacy – Supporting language of new GCSEs (National Literacy Trust )</p> <p>SEMH – strategies for QFT</p>	<p>Whole morning reviewing SEND policy /systems /processes &amp; TA resources</p> <p>TA mentoring</p> <p>Working memory and cognitive load theory understanding</p> <p>Executive function – working memory podcast</p> <p>Dyslexia podcast</p> <p>Autism podcast</p> <p>LA support for TAs</p>
<b>2017-18</b>	<p>x3 SEND training insets this year in accordance with the primary needs of our current SEND register; which identify those to be; Cognition and Learning and Social and Communication Language Needs. The focus of x2 of these insets were – ‘supporting students with ADHD in the classroom’ - which focused on tips and strategies to engage ADHD students in their learning.</p>	<p>Together trust training on Autism and Behaviour</p> <p>Epilepsy support in Schools</p> <p>Enhanced Safeguarding</p> <p>ADHD and in class support</p>
<b>2016-17</b>	<p>Dyslexia training /Autism and Social Communication Support/ADHD training ...all to support Quality First Teaching</p>	<p>SCLN Speech Language Communication, LSA supporting the classroom.IDL spelling programme. Autism Show and seminars.</p>

<b>2015-16</b>	Developments in the training on the new SEN Code of practice to all staff Quality First teaching SCLN Subject specific training led by speech and language therapist	Subject specific programme of LSA training Supporting teaching staff with differentiation for individuals Improving SEND administration
<b>2014-15</b>	Quality First Teaching and differentiation and the register updates	Supporting boys writing / Dyscalculia support / Autism in the classroom

## Compliments and Concerns

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Further information can be found in the **Complaints Policy** in the School Policies section of the website or by visiting the Sefton Local Authority Offer

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

If a student, parent/guardian has a concern in relation to SEND, the process of reporting this is consistent with the usual method of contact. Pastoral secretaries (Mrs Thomas for years 7+8, Mrs Harvey for years 9-11 and Mrs Jervis for sixth form) will pass on any message to the Progress Leader who is the first point of contact for members of their year group. This will then be shared with the SENCo.

## Links

The Senior Leader linked to SEND is Miss Julie Bennett who works closely with the SENCo and the Local Authority Compliance Officer.

The LADO is Mrs Tracy McKeating

The SEND offer will be reviewed annually by the Governing body, SLT and the SENCo.