

SEND information report

Mission Statement

“Our Maricourt family, with **Christ at the centre**, is a community of **welcome, compassion and respect** in which we are encouraged to discover our true purpose and empowered to **achieve the extraordinary** so as to **be the change** we want to see in our world.”

May 2022 Maricourt achieved a ‘good’ rating in Ofsted – they found within SEND provision

- *Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.*
- *Pupils feel safe and are happy at school*
- *Parents and carers are very positive about the school. A typical comment was that ‘the school goes above and beyond for my child’*
- *Most pupils and students, including those with SEND, progress well through the curriculum.*
- *In most subjects, teachers use assessment strategies well. They spot and address pupils’ misconceptions quickly and effectively, including pupils with SEND. Teaching staff provide effective support to pupils in lessons. This helps pupils move on to new learning confidently and successfully*
- *A high proportion of pupils move on to further education and training, including those pupils with SEND.*

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 is 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.’



Categories of SEND need

Code of Practice 2015

September 2024 SEND cohort

	No on SEND Support Register 12%	SEND Support Primary Need	No on Monitoring Register 7%	Monitoring Primary Need
7	28 students	Communication and Interaction	22 students	Cognition and Learning
8	20 Students	Communication & Interaction	21 Students	Cognition & Learning
9	36 Students	Cognition and Learning & SEMH	25 Students	Cognition & Learning
10	33 Students	Cognition & Learning	23 Students	Cognition & Learning
11	23 Students	SEMH	815Students	Cognition & Learning
12	4 Students	SEMH	1 Students	Cognition & Learning
13	4 Students	Cognition & Learning, PD, SEMH	0 Students	Cognition & Learning

1. What kind of Special Educational Needs are provided for at Maricourt?

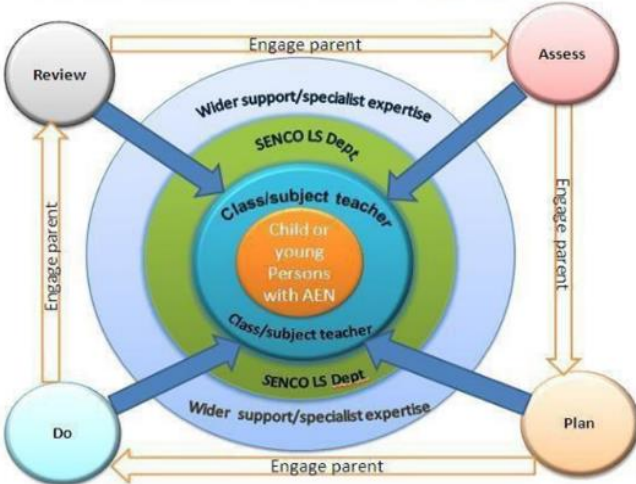
At Maricourt we provide support for students across the following areas of need as laid out in the SEND Code of Practice 2015:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SLD)
- Autistic Spectrum Disorder (ASD)
- Social, Emotional and Mental Health (SEMH)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Difficulties (PD)
- Speech Language and Communication Need (SLCN)



<p>2. How do you ensure children who need extra help are identified early?</p>	<p>At Maricourt students are identified as having SEND, in several ways:</p> <ul style="list-style-type: none"> ➤ 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. ➤ Consultation meetings with staff from the primary setting and the Local Authority Inclusion team, prior to admission. ➤ Standard assessments at the start of year 7 which include tests for numeracy and literacy. ➤ 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. ➤ Results from specific assessments of learning need. <p>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.</p> <p>As a mainstream school we will do our best endeavours to make reasonable adjustments to cater for identified needs where appropriate.</p>
<p>3. What steps do you take to prevent disabled pupils from being treated less favourably than other pupils?</p>	<p>At Maricourt</p> <ul style="list-style-type: none"> ➤ Students identified with SEND and, need additional support to access learning, are placed on our SEND Support Register (for example, students with an EHCP Statement of



	<p>Needs or in receipt of High Needs Funding). The provision of support takes priority for these students (in terms of intervention programmes and class support etc).</p> <p>All SEND Support students will have Support Plans, which are drawn up in consultation with staff, external agencies, parents and students.</p> <p>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.</p> <ul style="list-style-type: none"> ➤ 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 <p>All information is made available to staff on the shared area of the school computer network</p>
<p>4. How do you adapt the curriculum and learning environment for students with SEND?</p> <p>What is the graduated approach to support?</p>	<p>The reform vision: A whole school approach</p>  <p>Maricourt uses a 'waves' approach' to support students of SEND.</p>



	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>We also provide our students with appropriate access arrangements they need when they sit formal exams. These arrangements are pre-agreed reasonable adjustments that are made to exams, tests and assessments for individual candidates. The process is as follows;</p> <ul style="list-style-type: none"> ➤ 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
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	evidence for a formal specialist assessment they will sit in Year 9 and the Y12.
5. What arrangements do you have for assessing and reviewing pupils' progress?	<p>Reviewing students' progress at Maricourt is extensive. We have in place:</p> <ul style="list-style-type: none"> ➤ SEND department annual Self-evaluation. ➤ Lesson Observations for all departments include scrutiny of teaching and learning for students with SEND in lessons. Scrutiny of student work. ➤ Contribution to external quality control inspections from School Improvement Partner teams. ➤ SENCO reports to Governors including the GCSE SEND analysis/ Annual attainment/Termly Progress Reports. ➤ Parent and student voice. ➤ Track data each half term and hold pupil progress meetings with teachers to review individual progress. ➤ Hold SEND reviews three times a year. ➤ Complete annual reviews for children with Education, Health, Care (EHC) plans. ➤ Hold regular parent evenings.
6. How accessible is your school environment?	<p>Maricourt has two sites. We support students with SEND through:</p> <ul style="list-style-type: none"> ➤ Bespoke timetables for students with physical needs - to ensure only rooms used by students are all on one level (ground floor). ➤ Lift in Music/Drama block. ➤ Large print resources are available to support students with visual impairments. ➤ There are disabled toilets. ➤ Corridor doors are extra wide to allow for wheelchair access. ➤ There is a disabled changing room. ➤ Classes use visual resources such as visual timetables.



	<ul style="list-style-type: none"> ➤ Training is arranged from specialist teams to support learners with medical needs such as epilepsy and allergies.
<p>7. How do you support the development of good social, emotional and mental health for students with SEND?</p>	<p>A Christian culture which pervades the whole ethos of the school. We offer a wellbeing route map for all students which includes:</p> <ul style="list-style-type: none"> ➤ Extensive and wide level of pastoral support led by progress leaders and form tutors and coordinated through pastoral and attendance officers. ➤ Early Help. CAF, TAC and LAC support structures and processes for safeguarding students. ➤ Learning support mentors. ➤ Work with Sefton 'social communication Autism Specialist team. ➤ A sensory room and a rest room in Arnold and Newman sites ➤ Extensive links to Sefton Local Authority services and CAMHS. ➤ School nurse referral process . ➤ Everton in the Community Wellbeing intervention programmes. ➤ 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 Centre offering personalised intervention with support from Children and Adolescent Mental Health Services (CAMHS). ➤ An anti-bullying policy that is supported by annual anti-bullying weeks. ➤ An E safety policy that is supported by assemblies and year group lessons. ➤ Interventions targeted to identified needs with appropriate staff training. ➤ Pupil Voice via the School council.



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8. How are children with SEND enabled to engage in activities within school?	<ul style="list-style-type: none"> ➤ Individual risk assessments are written to enable ALL children to attend school trips and visits. Support required will be identified and arranged in these risk assessments. ➤ The school ensure that children with social and emotional difficulties and medical needs have access to after school clubs and our breakfast club.
9. Who is your SEND Co-ordinator?	<p>Our SEND co-ordinator for the school is</p> <p>Sarah Linten 0151 330 3366</p> <p>SENCO@maricourt.net</p>
10. What training have the staff supporting children with SEND had, or are currently having?	<ul style="list-style-type: none"> ➤ Our teaching staff received annual Continued Professional Development (CPD) in all areas SEND. We work closely with many local and national organisations to ensure training is relevant and current practice reflects the changing needs of SEND at our school. This year all SEND training is collated on our staff SEND padlet – accessible to all staff. ➤ Our Learning Support Team also receive annual SEND training. They are skilled in the 4 areas of the SEND code of practice.
11. What provision is in place for our most vulnerable students?	<p>As part of the schools' graduated response, students not making progress, having had at least two terms of</p>



	<p>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.</p>
12. How are parent/carers involved?	<p>Maricourt is committed to building strong working relationships with parent/carers. This is done through a variety of ways including:</p> <ul style="list-style-type: none"> ➤ Termly Newsletters Attendance newsletters. ➤ Texts and emails about key events. ➤ Updated SEND area on website. ➤ Twitter and Facebook. ➤ Class Blogs. ➤ Termly SEND reviews. ➤ Coffee mornings. ➤ Parent/Carer workshops. ➤ Parent evenings <p>Carers of children in care have regular reviews and target meetings. The progress of these children is monitored carefully. Annual reviews are carried out for children with EHC Plans/Statements of Educational Need.</p> <p>➤</p>
13. How do students give	



their views?	<p>Student voice is at the heart of all we do. Our support is all student centred including SEND support plans and SEND reviews</p> <p>Our students with SEND are represented at school council.</p>
14. How are complaints dealt with?	<p>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.</p> <ul style="list-style-type: none"> ➤ 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 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 Blacklin 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.
15. What external support services are available to school?	<p>At Maricourt we work with many external partners specialist teams including:</p> <ul style="list-style-type: none"> ➤ Sefton Hearing and Visual impaired team ➤ Occupation Therapists ➤ Speech and Language Therapists ➤ CAMHS ➤ Educational Psychology Service ➤ Social Care teams
16. How do you support students with SEND at transition stages?	<p>At Maricourt we liaise with all our feeder schools and post 16 colleges to ensure there is a continuation of provision. For example:</p>



	<ul style="list-style-type: none"> ➤ Open evenings. ➤ Transition meetings between Maricourt and all primary schools. ➤ SENCO and Head of Lower School primary school visits and parental/student visits to Maricourt; Years 5 and 6 ➤ Transfer and discussion of SEND Support registers' information to Progress Leader for year 7. ➤ GCSE or Key Stage 4 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. <p>Mock interview from external providers i.e. Sefton EBP. Post 16 + support in preparation for life after school according to EHCP.</p> <p>Careers and Higher Education support through an Enrichment programme.</p>
17. Where is the "Local Offer" published	Sefton's Local Offer
<p>The Senior Leader linked to SEND is Mrs Lawler who works closely with the SENCo and the Local Authority Compliance Officer.</p> <p>The Local Authority Designated safeguarding officer is Mrs Tracy McKeating</p> <p>The SEND Offer will be reviewed annually by the Governing body, SLT and the SENCo.</p>	

