



How does Marling School know/identify that children have additional educational needs (AEN)?

- Primary school visits by the Year 7 Head of Year and other senior staff
- Transition planning meetings between Marling School and feeder primary schools
- All Year 7 students are assessed in reading and spelling within the first few weeks of term
- All Year 7 students are assessed by using the Cognitive Ability Tests (CATS)
- Referrals from subject teachers and other staff following observations in the classroom or tracking data

What are the first steps Marling School will take if additional educational needs are identified?

- Following the identification processes above, parents/carers are contacted if it is thought that their son would benefit from having intervention
- The Special Educational Needs Co-ordinator (SENCO) and/or Head of Year (HOY) will inform staff about students with additional educational needs (AEN)
- Students may attend small group lessons in spelling, handwriting or reading

What should parents /carers do if they think their child has AEN? How can they raise concerns?

- Parents can contact the school by telephone or via the website and in the first instance should consult the student's tutor, subject teacher or Head of Year
- They can also raise concerns by contacting the SENCO, Miss Louise Leggett by telephone or by email.

How will Marling School include parents and students in planning support?

Parents/carers will be invited to attend a meeting to jointly plan the support and provision for their children.

How will Marling School teach and support children with AEN?

a. For students without an Education, Health and Social Care Plan (EHCP)?

- The great majority of the teaching and support for students with AEN is achieved through differentiated tasks within the classroom
- The student will be placed on the school's AEN Register, and given an AEN Plan which will have details of the student's difficulties and some strategies which help in the classroom
- For some students, additional TA support in the classroom may be available.

b. For students with an EHCP?

- There will be a level of support as required by the student's EHCP
- The student and parents/carers will be involved in determining outcomes
- An AEN Plan will be drawn up to inform and advise staff about the needs of the student and strategies for assistance in the classroom
- EHCP are reviewed annually.

Who will be working with your child?

- As with every student at Marling School, the tutor, HOY and Head of Key Stage are responsible for pastoral care, and subject staff are responsible for academic progress.
- The AEN team is responsible for carrying out assessments, reviews, liaising with parents, staff and outside agencies as well as overseeing day to day support arrangements .

How does Marling School ensure that the information about a child's needs or EHCP is shared and understood by teachers and all relevant staff who come into contact with that child?

- The AEN Register is published termly and AEN plans are published and reviewed in line with the whole school tracking and review process.
- Information regarding definitions of disabilities and strategies for differentiation in the classroom is available.
- Staff briefings take place every Monday and Wednesday before school.
- Where necessary the SENCO will hold meetings with subject and support staff to discuss a single student's needs in more detail.

Which other services do we use to provide for and support our students?

Depending on the needs of the student, Marling School is able to draw on the support of:

- The Educational Psychology Service
- Social Services
- Physiotherapy and Occupational Therapy Services
- The Advisory Teaching Service
- Youth Support Team
- Children and Young People Service
- Speech and Language service

How does Marling School provide support to improve the emotional and social development of our AEN students?

- The student is always consulted about the type of support which would suit him and is then offered an appropriate level of support. This may be in the form of physical support to perform everyday tasks, in-class support from a teaching assistant, Social Skills small group sessions during curriculum time and/or Lunch club (staff availability permitting).
- Emotional support is offered from the AEN team or the pastoral team.

What access do our AEN students have to facilities and extra-curricular activities available to all students?

- All students have access to a full and balanced curriculum which may be differentiated to take individual needs into account.
- For school outings and trips every reasonable effort is made to accommodate the additional needs of students so that they can participate as fully as possible.
- In advance of any outing, trip or special event, consideration is given to any reasonable adjustments and support which may be required.

Who will be talking to and keeping in touch with the parent/carer? (Working together towards outcomes, reviewing arrangements; including children in care)

- As with every student at Marling, the tutor and HOY will be in contact with parents/carers who will have access to the usual reporting and communication system of the school.
- In addition, the parent/carer of a student with AEN can contact the SENCO directly by telephone or email.
- Students on the AEN register who have a My Plan will also have a Key Worker teaching assistant.

How will Marling School involve young people with AEN in their education?

- The student will be fully involved with writing and reviewing his AEN Plan. The review is taken into account when a new AEN Plan is drawn up.
- The Support Room has an open door policy and the student can ask for advice at any time.
- Subject staff, tutors or HOYs will communicate concerns to the SENCO.

What accredited and non-accredited courses do we offer for young people with AEN?

The core offer is 10 and a half GCSEs and the majority go on to take A Levels. Very occasionally, students with considerable additional needs may have a differentiated curriculum in order to meet their needs. This may include a reduction in the number of GCSEs.

How do we assess and evaluate the provision we have arranged for your child?

Within the school's normal reporting process, tracking takes place twice a year and a written report once a year. There is one parents' information evening and one parents' evening with appointments with teaching staff.

Progress is monitored as part of the whole school tracking and review process. A member of the AEN team attends the student's tutor intervention meeting as well as gathering additional feedback from teachers. At this time parents/carers are informed that a review is taking place and their views and comments are sought. Following this, support and provision is amended as necessary.

Where a student has an Education and Health Care Plan parents/carers and the student will attend an annual review meeting to discuss progress towards outcomes and the support needed going forward.

How do we prepare Marling School to welcome and support AEN students and how do we arrange and support a transfer to another school/educational establishment?

a) How do we prepare our students for adult life?

From Year 8 onwards students follow a comprehensive programme of careers guidance and advice. Students also have Life Skills lessons in key stage 3 which include lessons on practical and emotional aspects of preparation for adulthood.

b) What special arrangements are made for exams?

Access Arrangements for all students with AEN are considered for all external exams where appropriate.

c) What resources and equipment do we provide for students with AEN?

When necessary, a laptop can be used in class.

d) What arrangements are in place with other schools/educational providers when our AEN students transfer?

Transition planning meetings are arranged with all interested parties (including parents/carers and the student) between the two educational establishments. Files are requested and exchanged.

e) How accessible is Marling School to students with Additional Needs?

The school is spread over a large site and occasionally a student will need assistance to travel between classrooms. The site is mostly accessible by wheelchair. Arrangements are made on an individual basis.

Where can you find our AEN policy?

Marling School AEN policy can be found on the Marling School website in the Policies section.

What role do the governors have? What does our SEN Governor do?

- The SEN Governor has a strategic oversight of the SEN policy and its application in school and they report to the Governing Body annually
- The SEN Governor meets with the SENCO and Assistant Head with responsibility for SEN as appropriate.

What can you do if you are not happy?

In the first instance contact the SENCO, Miss Louise Leggett who will endeavour to resolve your problem. If you are not satisfied, then please contact the Assistant Head with responsibility for AEN, Mrs Jane Dale if the student is in Year 7-11 and Mr Stephen Farr, the Head of Sixth Form, if the student is in Year 12-13.

If your complaint is not resolved, please see the complaints procedure which can be found in the Policies section of the Marling School website.

How can parents/carers arrange a visit to Marling School?

Open Days are normally in April, June, July and October where prospective parents and students will be shown around the school site and be given some information by the Headteacher.

If you have questions about provision for the entrance exam, our Admissions Officer, Mrs Sarah Chilman will be happy to answer them. If you have questions about general provision for AEN students in school, the SENCO will help.

If you are a current parent, please contact the SENCO directly from the school website or via Reception.

Useful contacts

SENCO (currently on maternity leave) Louise Leggett
Louise.Leggett@marling.gloucs.sch.uk

Acting SENCO Jane Dale - Assistant Head
Jane.Dale@marling.gloucs.sch.uk

Acting Assistant SENCO Alice Bailey
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