

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	MIKE FISH
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CONTENTS

1	Introduction	3
2	Aims	3
3	Evaluating success	4
4	Roles and Responsibilities	4
5	Pupil Participation	6
6	Parent / Carer Partnership	6
7	Parental Concerns	6
8	Identification, assessment, monitoring and review arrangements	7
9	The four broad areas of need.....	7
10	Tracking pupil progress	9
11	The Graduated Approach.....	9
12	Involvement of outside agencies	12
13	Request for an Education and Health Care Plan (EHC Plans)	12
14	Education and Health Care Plans (EHC Plans)	13
15	SEND Information Report.....	13
16	Equal Opportunities.....	13
17	Admissions and Inclusion	13
18	Special Facilities	14
19	Transition arrangements	14
	Appendix A: Check list for inclusive teaching	15
	Appendix B: Graduated Response Guidelines for staff	16

1 Introduction

- 1.1 At Marleigh Primary Academy (MPA), we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child . . . has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’*

Special Educational Needs and Disabilities (SEND) Code of Practice 2014

- 1.2 Some pupils will, permanently or from time to time, have areas of significant learning difficulty that widen the attainment gap between them and their peers. We will aim to close such gaps by working with the child and their parents and carers in planning and delivering bespoke provision. This will include encouraging confidence and positive self-image as well as developing empathy towards others. This and related policies are in line with the [SEND Code of Practice 2014](#).

2 Aims

- 2.1 Our specific objectives for SEND policy and provision are:

- to ensure that pupils with special educational needs or disabilities are identified and that their needs are met;
- to take all reasonable actions towards ensuring students with special educational needs or disabilities are included in all academy activities;
- to ensure that all learners make the best possible progress;
- to communicate with and work in partnership with parents and carers;
- to provide opportunities to listen to children with SEND and involve them in the planning of their education;
- to promote effective partnership and involve outside agencies when appropriate.

3 Evaluating success

3.1 The Governors will evaluate the success of this policy through monitoring visits, headteacher and SENDCo (Special Educational Needs and Disabilities Coordinator) reports to Local Governing Board meetings and communication between the SENDCo and the designated governor.

3.2 These activities will evaluate:

- how well pupils with SEND have access to the whole curriculum of the academy;
- the progress and attainment of pupils with identified special needs or disabilities;
- details of statutory assessments, visits from specialist teachers, other agencies and educational psychologists;
- the effectiveness of educational professionals and parents/carers working in partnership;
- the effectiveness of interventions and other strategies implemented;
- how resources have been allocated to ensure the needs of all pupils are met;
- the extent to which pupils with SEND take responsibility for their learning;
- how well pupils with SEND are developing independence and confidence.

4 Roles and Responsibilities

4.1 Everyone in the MPA community has a positive part to play in achieving the aims and objectives of the academy and of this policy.

4.2 The SENDCo is responsible for:

- keeping up-to-date on SEND matters, advising and supporting colleagues;
- supporting teachers in identifying children who have SEND;
- supporting teachers in targeting support as part of the Graduated Approach;
- co-ordinating provision and ensuring that relevant information about individual pupils with SEND is collected, recorded and updated;

- contributing to the training of teaching and non-teaching staff;
- liaison with external agencies;
- reporting regularly to governors;
- reviewing the SEND Policy;
- liaising with other members of the leadership team;
- obtaining the National SENDCo award within 3 years of being in role.

4.3 The SENDCo is Charlotte James.

4.4 Governors with responsibility for inclusion are: Alex Smaridge, Adam Burns and Lauren Woods.

4.5 Class teachers are responsible for:

- delivering an appropriately matched curriculum to all children;
- working in partnership with parents/carers of SEND children;
- participating in appropriate training;
- writing and reviewing Assess, Plan, Do, Review planning sheets for children as part of the graduated approach (see appendix B);
- ensuring relevant assessment data for individual pupils is collected, recorded and updated.

4.6 Pupils (to the extent to which they are able) are responsible for:

- being involved in setting targets, monitoring progress and reviewing their outcomes.

4.7 Parents / carers are responsible for:

- working in partnership with the academy to help meet their child's needs;
- participating in planning and reviewing of outcomes and supporting learning at home.

4.8 Governors are responsible for:

- securing appropriate resources and provision;
- participating in appropriate training;
- evaluating success of the SEND Policy.

4.9 The headteacher is responsible for:

- overall responsibility for the management of the policy;
- dealing with complaints about general or specific provision.

5 Pupil Participation

- 5.1 Children with SEND have a unique knowledge of their own needs and their own views about what sort of help they would like to help them make the most of their education. Where possible, they will participate in decision-making processes, including the setting of learning targets and contributing to SEND, assessment of their own needs and annual review. Their views will be listened to and their opinions valued. It is hoped they will be given a voice to express informed opinions without feeling overburdened by lack of experience and knowledge.

6 Parent / Carer Partnership

- 6.1 Marleigh Primary Academy values working in partnership with all parents and carers. We will seek to involve parents in all decisions about their children, gaining parental permission before referring them to others for support.
- 6.2 We take the views of parents extremely seriously and actively seek their involvement when making decisions regarding their child's educational provision. We believe that this partnership is crucial in enabling us to draw up a complete picture of the child, supporting them to achieve their full potential. The key principles in promoting this partnership are outlined in the SEND Code of Practice 2014. We aim to provide user-friendly information and procedures and to involve parents in all decisions concerning their children.

7 Parental Concerns

- 7.1 If at any time a parent or carer has concerns about the special educational provision for their child, the first person to contact should be the class teacher, who will see them at the earliest mutually convenient time to discuss the concerns. If this meeting does not resolve the concerns then a meeting should be arranged with the SENDCo. Should the matter still not be resolved, then the headteacher should be consulted and then the governor responsible for SEND. After that, if concerns remain, mediation can be

obtained via [Cambridgeshire SENDIASS](#).

8 Identification, assessment, monitoring and review arrangements

- 8.1 Marleigh Primary Academy has adopted the graduated approach (see para. 11) to help pupils with SEND. This follows the recommendations of the SEND Code of Practice 2014. The advice of specialists will be sought when needed.
- 8.2 Access to the full curriculum of the academy, including the Early Years curriculum, will be achieved through some or all of the following:
- Quality first teaching, including careful differentiation of class work by the class teacher. Advice may be given by the SENDCo as to which strategies are employed to achieve this. The class teacher retains responsibility for the success of these strategies;
 - Additional and carefully planned resources and equipment;
 - Learning Mentor (LM) support for all or part of the academy day.
- 8.3 Class teachers will need to plan individual work programmes, with appropriate content delivered at an appropriate pace. A variety of learning styles and teaching materials will be offered including through IT. If any pupil needs treatment different to that of his/her peers, the SENDCo will ensure that all adults likely to come into contact with that pupil are aware of the appropriate facts.

9 The four broad areas of need

- 9.1 Communication and interaction
- 9.1.1 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

9.1.2 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (*SEND Code of Practice 2014, 6:28*)

9.2 Cognition and learning

9.2.1 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

9.2.2 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (*SEND Code of Practice 2014, 6:30*)

9.3 Social, emotional and mental health difficulties

9.3.1 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

9.3.2 Academies and colleges should have clear processes to support

children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. (*SEND Code of Practice 2014, 6:32*)

9.4 Sensory and/or physical needs

9.4.1 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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

9.4.2 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (*SEND Code of Practice 2014, 6:34*)

10 Tracking pupil progress

10.1 The progress and attainment of **all** children is recorded, tracked and monitored termly during 'Pupil Progress Meetings' led by team leaders and the Headteacher. When a child is identified as not having made good progress since baseline judgements, at the beginning of Foundation stage and Year 1 and at the end of Year 2, a Graduated Approach is adopted.

11 The Graduated Approach

11.1 Stage 1: Assess

- Termly progress tracking (compiled by the Headteacher) identifies a child as not having made good progress in reading, writing or maths.
- The class teacher, or parent / carer, may also identify other learning,

physical, behaviour or emotional difficulties suggesting the need for a planned approach.

11.2 Stage 2: Plan

- At termly 'Pupil Progress Meetings' the class teacher, supported by the SENDCo and leadership team, updates a record of actions to be taken to facilitate accelerated progress during the upcoming term.
- The leadership team, including SENDCo, deploy LMs to ensure that necessary interventions can take place over the term.
- The class teacher adapts their teaching and approach to suit the learning needs of the child (see appendix A).
- If it is decided that the child's needs warrant an assessment by an outside agency (eg, Speech & Language, an educational psychologist, specialist teaching team) the SENDCo will contact the child's parents / carers to discuss this with them. (see para. 12)
- If parents / carers agree, the SENDCo will then contact the appropriate agency to arrange for an assessment to take place. (Advice may be sought from agencies before parents / carers are informed.)
- If there is ongoing support from other agencies, regular meetings will be arranged in order to review and update actions and targets detailed in the child's Assess, Plan, Do, Review plan. This meeting will be attended by:
 - the class teacher;
 - parents/carers;
 - the child (if appropriate);
 - and, if necessary:
 - SENDCO;
 - headteacher;
 - other involved professionals.
- With the support of other agencies, the severest levels of need, may lead to children being placed on an Education and Health Care Plan (EHCP), through which they will be entitled to funding from the Local Authority. The application for, and annual review of, these will be in

partnership with parents/carers (see para. 13).

11.3 Stage 3: Do

- The SENDCo will monitor the implementation of the graduated response, ensuring that learning needs are being effectively met.
- The class teacher, or SENDCo, will discuss the contents of a child's Assess, Plan, Do, Review plan with relevant Learning mentors to ensure they understand their role in creating accelerated progress.
- Learning mentors and the SENDCo complete a record of interventions undertaken, including children's baseline levels at the start.
- Specialist support from outside agencies is coordinated by the SENDCo.

11.4 Stage 4: Review

- Individual progress is reviewed at following Pupil Progress meetings by the class teacher, SENDCo and the Leadership Team.
- The leadership team monitor records of interventions.
- The class teacher meets with parents/carers and the child to review the success of actions and whether targets have been met.
- The SENDCo monitors the effectiveness of the Assess, Plan, Do, Review cycles reporting back to the rest of the leadership team.

11.5 The SEN Code of Practice 2014 states that adequate progress, as a result of the graduated approach, can be defined in a number of ways. It can be progress that:

- closes the gap between the pupil and its peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates the improvements in the child's behaviour.

12 Involvement of outside agencies

12.1 A child may require assessment and concentrated support from outside agencies if:

- they continue to make little or no progress in specific areas over a sustained period of time;
- they continue working substantially below their age related expectations;
- they continue to have difficulties in developing literacy or numeracy skills;
- they have emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of other's, despite the support of adults in academy;
- they have continuing communication difficulties that impede the development of social relationships and cause substantial barriers to learning.

12.2 When outside agencies are involved:

- the SENDCo, in consultation with parents / carers and the class teacher, will act as liaison;
- they will provide advice/support to teachers and parents/carers as necessary;
- additional and different strategies to those already put in place may be appropriate;
- the pupil and parents / carers will be involved in review meetings.

13 Request for an Education and Health Care Plan (EHC Plans)

13.1 The academy will request an EHC plan when a pupil continues to demonstrate severe, long-term and complex needs and has had considerable input from academy and other educational professionals in order to meet their needs.

13.2 The Local Authority is responsible for undertaking the assessment process, following a request from the academy. The pupil will continue to be supported by the academy and other professionals whilst the statutory

assessment is being made.

14 Education and Health Care Plans (EHC Plans)

14.1 When a child has an Education and Health Care Plan:

- the LA make an EHC Plan and arrange, monitor and review provision;
- the EHC Plan will include the details of the pupils educational needs provision and monitoring arrangements;
- yearly targets will be drawn up by the academy, within a set time after the issue of the final or amended EHC Plan, and reviewed annually;
- these targets will be implemented and monitored using the graduated response.

15 SEND Information Report

15.1 Marleigh Primary Academy's *SEND Information Report* is published on our academy website, outlining the academy's SEND provision. This is reviewed annually and includes:

- the academy's admission arrangements for pupils with SEN or disabilities;
- the steps taken to prevent pupils with SEND being treated less favourably than other pupils;
- access facilities for pupils with SEND;
- methods of evaluating effectiveness;
- arrangements for assessing and reviewing.

16 Equal Opportunities

16.1 Equality of opportunity at MPA means that all children, taking into account gender, age, ability, disability, ethnic origin, faith, culture, social circumstance and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by the academy.

17 Admissions and Inclusion

17.1 The current agreed Local Authority admission policy gives priority to Children with an EHCP.

17.2 We aim to prevent any pupils with additional needs or disabilities being

placed at a substantial disadvantage. We will take all responsible steps to ensure that people with a disability are not treated differently without lawful justification and will make reasonable adjustments for disabled pupils to enable them to participate fully in academy life. See also *Prejudice Related Incidents Policy*.

18 Special Facilities

- 18.1 MPA has a dedicated SEND room. This can be used by Learning Mentors with individual or groups of children who need a learning space outside of the classroom for a limited period of time, possibly due to their sensory needs.
- 18.2 All areas of the academy are accessible for wheelchairs, including the first floor via lifts.
- 18.3 See also MPA's *Accessibility Plan*.

19 Transition arrangements

- 19.1 MPA will ensure that all information is passed on to the next academy or school when pupils with Special Education Needs change setting.
- 19.2 Pupils with an EHC plan will have a Transfer Review Meeting in Year 5 to discuss the type of provision needed at Secondary School. Parents will be able to visit possible academies and consider appropriate options. Having made an informed choice, integration can be set up in Year 6, over and above the induction days usually offered to Year 6 pupils, if considered appropriate.

Appendix A: Check list for inclusive teaching

	Yes/No	Evidence
Does the teacher give time and support before responses are required?		
Does the teacher work directly with underachieving groups as well as more able groups?		
Are tasks clearly explained or modelled?		
Is scaffolding used to support learners?		
Does the teacher make effective use of ICT as an access strategy?		
Is appropriate behaviour noticed and praised or rewarded?		
Are all learners involved in setting their own progress?		
Has the teacher identified appropriate and differentiated learning objectives for all learners?		
Is there use of multi-sensory teaching approaches (visual, verbal, and kinaesthetic)?		
Is there use of interactive strategies, e.g. pupils having cards to hold up or their own whiteboards or coming to the front to take a role?		
Is there use of visual and tangible aids, e.g. real objects, signs or symbols, photographs, computer animations?		
Does the teacher find ways of making abstract concepts concrete, eg. word problems in mathematics turned into pictures or acted out or modelled with resources?		
Does the teacher use simplified and extended tasks, e.g. short, concrete text used by one group and long, abstract text by another, numbers to 100 by one group or to 20 by another?		
Are tasks made more open or more closed according to pupils' needs?		
Over time, does the teacher employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?		
Can all pupils see and hear the teacher and any resources in use e.g. background noise avoided where possible, light source in front of teacher not behind, pupils' seating carefully planned)?		
Is new / difficult vocabulary clarified, written up, displayed, repeated?		
Does the teacher check for understanding of instructions, e.g. by asking a pupil to explain them in their own words?		
Are questions pitched so as to challenge pupils at all levels?		

Appendix B: Graduated Response Guidelines for staff

The Assess, Plan, Do, Review planning sheet is a written document prepared for a named student which specifies the outcomes that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals.

This document should only record that which is *additional to* or *different from* the differentiated curriculum plan that is in place as part of normal provision.

Timetable

The timescale for the graduated response cycle will be different for each child depending on the plan that has been put into place. The first Assess, Plan, Do, Review planning sheet should be completed in October and then shared with parents during the autumn term parent consultation. The cycle will then continue throughout the year and be reviewed and shared with parents as appropriate. If a child joins later in the academic year, the plan will be discussed with parents within the next term.

Meetings

Meetings should include the child. This ensures that they know the targets that they are working towards and can celebrate when they have achieved previous targets. It also provides opportunities to discuss with the children which strategies/resources they feel worked well for them and any barriers to learning they are aware of.

Targets

Targets should be specific, measurable and achievable. Be realistic – remember different adults will have to work on these targets with the child. Think about what would really make a difference and how it can be achieved even if this is in small steps.

Example targets....

To read the following high frequency words from the first 100 list... 'was, this, some, when, they, there'

To be able to recall number bonds to 10 instantly.

To move onto orange box books.

Timetabling

Interventions should be in short bursts as often as possible. Assembly or register times are good.

Children should avoid regularly missing other curriculum areas that they may enjoy e.g. P.E.

At least every half term, a meeting will be held between class teachers and LMs to discuss how the children are progressing against their targets. If the targets have been met, new targets will be set together.

Record keeping

Assess, Plan, Do, Review records must be saved in the correct shared folder.

Please let the SENDCo know when you have completed each cycle.