



# Marleigh Primary Academy Special Educational Needs and Disability Policy

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## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

This policy complies with the Statutory Requirement laid out in the SEND code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND.

### **1 General rationale**

Marleigh Primary Academy values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning.

All pupils are entitled to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. We aim to operate a '*whole pupil, whole school*' approach to the management and provision of support for SEND.

Children learn best when they are happy and confident, are praised and supported, given opportunities to show initiative and develop creative thinking, are encouraged to be independent and are challenged by high expectations.

The learning environment is an important element. It should be stimulating and attractive, comfortable and welcoming, safe and imaginative.

We want all pupils to develop positive attitudes towards learning by:

- Showing interest in the topics they are being taught
- Participate fully in school life by becoming involved in extracurricular activities
- Show initiative
- Be confident
- Work co-operatively
- Attain their highest potential

Teachers, together with parents and the wider community, play an important part in the development of the whole child. The curriculum and all of the enrichment activities we offer at Marleigh Primary Academy reflect our commitment to a rounded and inclusive education for all our pupils.

## 2 School aims

The school aims to promote a positive ethos, in a secure and supportive environment where challenging, but achievable targets are set and celebrated, for children of all abilities.

This is underpinned by our core values:

- Respect
- Resilience
- Reaching High

We recognise that we must make specific provision for pupils with SEND to ensure that all children in our community have the opportunity to develop their skills and talents. An appropriate education will promote thinking skills and nurture the whole child, socially, emotionally and intellectually.

We consider the holistic needs of the child, not just their SEND. Where we do identify SEND, we make provision to meet those needs and also those of pupils with additional needs. We aim to promote independence and build resilience in learning and provide support and advice for all staff working with pupils with SEND to optimise the quality of our provision.

## 3 Definitions

### Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

# **4 Roles and responsibilities**

## **4.1 The SENCO**

The interim SENCO is Emma Norman and can be contacted on [enorman@anglianlearning.org](mailto:enorman@anglianlearning.org)

The Inclusion Lead is Charlotte James and can be contacted on [cjames@anglianlearning.org](mailto:cjames@anglianlearning.org)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the executive headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the executive headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the executive headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the executive headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the executive headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 4.2 The SEND Governor

The SEND Governor is Lauren Woods and can be contacted at [lwoods@anglianlearning.org](mailto:lwoods@anglianlearning.org)

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The Executive Head Teacher

The Executive Head Teacher will:

- Work with the SENCO, Inclusion Lead and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO, Inclusion Lead and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO and Inclusion Lead, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO and Inclusion Lead, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO, Inclusion Lead and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 4.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the SENCO to review each pupil’s progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents’ concerns and agree their aspirations for the pupil

## 4.5 The kinds of SEN that are provided for:

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>



<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5 SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 6 Our approach to SEND support

### 6.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **6.2 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Microsoft TEAMS, and will be made accessible to staff in a pupil passport and school-based support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

### **6.3 Levels of support**

#### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

#### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **7 Consulting and involving pupils and parents**

#### **Parents or carers**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulties
- We take into account the parents' concerns and needs
- Everyone understands the agreed outcomes sought for the child
- Everyone who is involved understands their role and is clear on what the next steps are and these are incorporated into a support plan

Notes of these early discussions will be added to the pupil's record and given to their parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- o Invited to termly meetings to review the provision that is in place for their child
- o Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- o Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- o Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- o Explaining what their strengths and difficulties are
- o Contributing to setting targets or outcomes
- o Attending review meetings
- o Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **8 Assessing and reviewing pupils' progress towards outcomes**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO who is also part of the Senior Leadership Team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Incorporating SEND priorities into our School Development Plan

- The SENDCO attends termly link planning meetings with the school's link practitioner for the SEND 0-25 Service to review the provision for all the children with SEND

The assessment will be reviewed regularly.

Continuing concerns about the outcomes of additional provision made by the school may trigger support from external agencies such as the Special Educational Needs and Disability (SEND) Service (0-25 years), paediatricians and educational psychologists. Documentation may need completion at this stage including Social Communication Descriptors or an EHA (Early Help Assessment). Parental involvement is crucial at this stage and permission from parents is always required before any such involvement from professionals is sought. When advice is received from external agencies, it is included in the pupil's individualised plan and reviewed regularly.

For a very small minority of our pupils with significant SEND there may be a need to request statutory assessment to consider whether an Education and Health Care Plan is appropriate. A child needing a statutory assessment will have clearly identified complex, long-term and enduring SEN or a disability which has a significant impact on their ability to access the curriculum.

Annual Review Meetings are held for children who currently have an Education and Health Care Plan under the 2015 Code of Practice. Transfer Review Meetings are held when a pupil reaches Year 5 or in the Autumn Term of Year 6, to plan for the transfer of the pupil to secondary school at the beginning of Year 7.

We recognise that there are other factors which may impact on progress and attainment, but which are not in themselves SEND. These include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a parent in the armed services

## 9 Training and resources

Teachers and teaching assistants frequently undertake internal and external training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. All staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the LA SENCO network meetings and Trust SENCO meetings in order to keep up to date with local and national updates in SEND. The Inclusion Lead holds the National SENCO Award.

## 10 Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 11 Monitoring and evaluation arrangements

### 12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- o All staff's awareness of pupils with SEND at the start of the autumn term
- o How early pupils are identified as having SEND
- o Pupils' progress and attainment once they have been identified as having SEND
- o Whether pupils with SEND feel safe, valued and included in the school community
- o Comments and feedback from pupils and their parents

### 12.2 Monitoring the policy

This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **12 Links with other policies and documents**

This policy links to the following documents:

- o SEN information report
- o The local offer, Cambridgeshire
- o Positive Behaviour policy
- o Equality information and objectives
- o Supporting pupils with medical conditions policy
- o Attendance policy
- o Safeguarding / child protection policy