



Marsh Lane Primary School Special Educational Needs and Disability Policy

Written and reviewed: December 2024

Approved by governors on:

Vision Statement

At Marsh Lane, we want all pupils to reach their full potential, believe in themselves and go on to lead successful lives. We aim to foster an enjoyment of learning and encourage children to be curious and caring about the world around them, kind and tolerant in their relationships and confident and proud of their skills and achievements.

We strive to be an inclusive school where all children fulfil their full potential and partake fully in school-life. We value diversity and encourage differentiation rather than uniformity.

Policy Context

This SEND policy complies with the statutory requirement laid out in the SEND Code of Practice (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012 School Specific Information

This policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

An annual SEND Information Report will be shared with parents, carers and the governing body on the school's website

Staffing

-The named person who is responsible for managing the provision for SEND at Marsh Lane Primary School (SENDCO) is Mr D'Souza Walsh who can be contacted through the school office on 01246 432701 or via email seand@marshlane.derbyshire.sch.uk.

The named governor for SEND is Zoe Jones who can also be contacted through school on the above number.

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Rationale

At Marsh Lane Primary School we set high expectations and aim to achieve these through the removal of barriers to learning and participation.

We want all of our pupils to feel that they are a valued part of our school community. We will work hard to eliminate prejudice and discrimination and create an environment where all pupils can flourish and feel safe.

We believe that all pupils, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum.

We respect the fact that all pupils:

- Have different educational and behavioural needs and aspirations
 - Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
 - Need a range of different teaching approaches and experiences
- Have a right to be included regardless of their age, gender, ethnicity, impairment, attainment and background.

‘We believe that, with excellent teaching and improved identification of need in inclusive educational settings, fewer children and young people will need additional interventions as they will be getting the support they need as part of high-quality teaching within the classroom.’ DfE SEND

Review 2022

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs as part of our graduated response.
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To ensure equality of opportunity and to eliminate prejudice against, pupils with Special Educational and additional needs and disabilities
4. To provide full access to the curriculum through differentiated planning and delivery of lessons by class teachers, SENDCO and support staff as appropriate.
5. To enable pupils to move successfully to the next phase in their education through effective transition work and handover.
6. To involve parents/carers and the pupils themselves in any decision making that affects them
7. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will organise the provision for pupils with SEND
8. To provide training, support and advice for all staff working with pupils with SEND

Defining SEND

SEND means special educational needs and disabilities.

Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child either

- has significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within Local Authority.

The area of special need will be identified as either:

- **Communication and interaction** - this may include children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and learning** – this may include children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.
- **Social, mental and emotional health** – this may include children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack of concentration.
- **Sensory and/or physical** – this may include children with sensory, multi-sensory and physical difficulties. Behavioural difficulties do not necessarily mean that a child has SEND and should not automatically lead to a child being registered as having SEND

Identifying SEND

Children's needs should be identified and met as early as possible through:

- Liaison with feeder nurseries/preschools on transfer
- Information from previous schools
- Baseline assessment results
- Analysis of data such as reading ages and school assessment data.
- Classroom-based assessment and monitoring arrangements (Cycle of plan, assess, do and review)
- Use of assessment tools
- Observations by class teacher, SENDCo and/or an educational psychologist
- Following up parental concerns
- Tracking individual children's progress over time
- Information from other services such as Speech and Language, ISAS or the Educational Psychologist.
- Involving an external agency where it is suspected that a special educational need or disability is significantly impacting on a child's learning.

The Graduated Response

Our 'graduated response' describes our whole-school approach to inclusion. It describes the four part cycle of Assess, Plan, Do and Review. During this cycle approaches, strategies and support for our children are revisited, refined and revised building on a growing understanding of their needs and the support needed in helping them to make good progress and secure good outcomes.

THE GRADUATED RESPONSE STARTS WITH A 'WHOLE SCHOOL APPROACH' TO INCLUSION

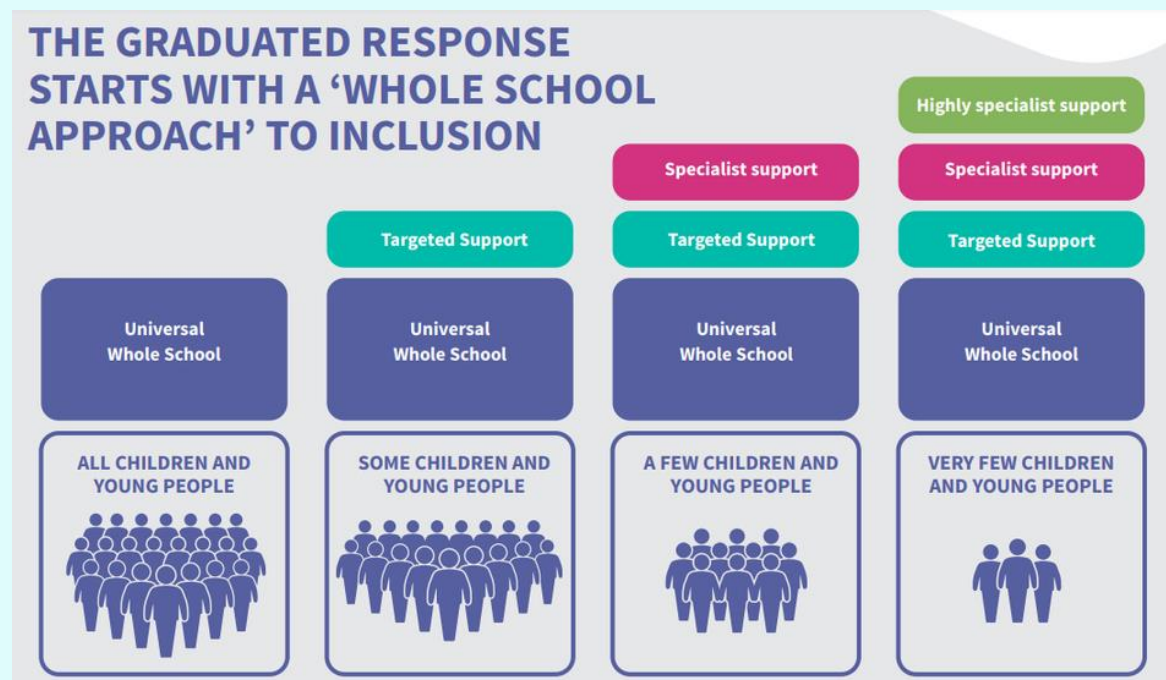


Image from <https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/graduated-response-may-2022.pdf>

The Graduated Response - Quality First Teaching

1. Initially, where a pupil is identified as not making sufficient progress or is performing significantly differently to their peers, teachers will differentiate their lessons to enable all pupils in the class to be adequately challenged and make progress. Monitoring of progress will be carried out by the class teacher and will be reviewed with the SENDCO if necessary. They may have a 'Personalised Learning Plan' (PLP) written for them to help achieve their learning targets.
2. Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature of a pupil's needs is unlikely to be met by such an approach, the pupil may be identified as possibly having SEN and may start to receive specific additional and different learning to address these concerns. They will be closely monitored by staff in order to gauge their level of learning and progress and possible difficulties.
3. Staff will consult the SENDCO as needed for support and advice. It may be appropriate to observe the pupil in class.
4. Parents will be fully informed of every stage of their child's development and are encouraged to share knowledge and information with the school
5. The pupil's learning is recorded by the school on a SEN Action Plan or Personalised Learning Plan. A Personalised Learning Plan does not automatically place the child on the school's SEND register as often pupils' additional needs are transient and addressed in a relatively short time frame. Any concerns will be discussed with parents informally or during parents' evenings.
6. Parents' evenings are used to monitor and assess the progress being made by their children.

SEND Support

Where a pupil is not making sufficient progress despite a significant period of additional provision, it is likely that a pupil does have SEN. This will be discussed with parents and the pupil will be added to the school's SEND list. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so to remove barriers to learning.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the pupil's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

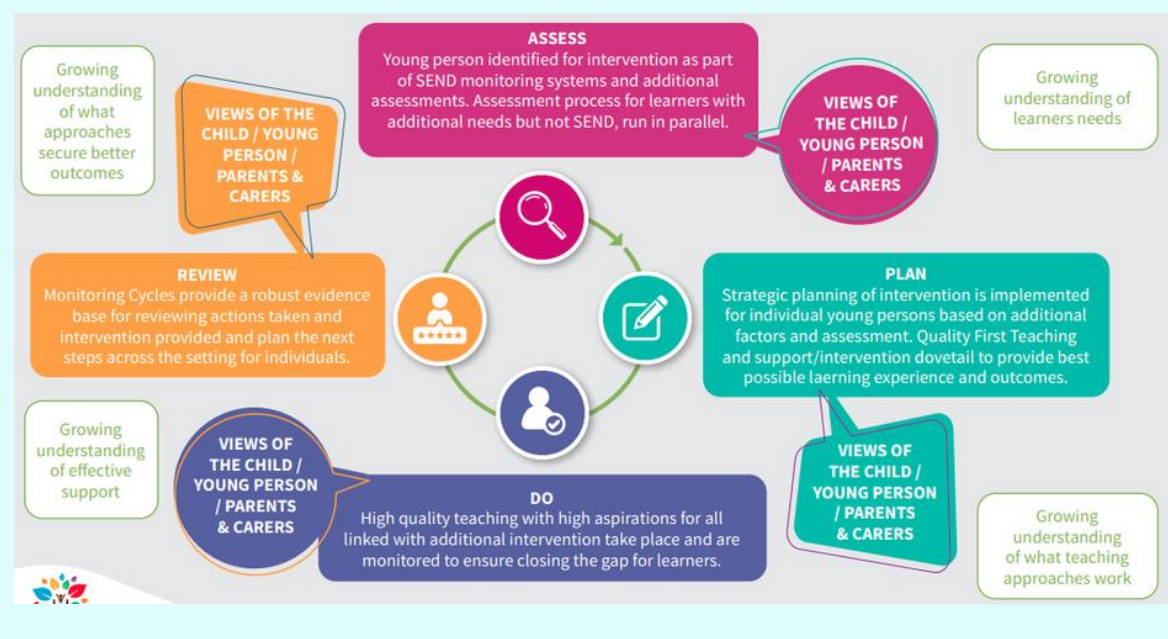


Image from <https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/graduated-response-may-2022.pdf>

ASSESS

- Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.
- Any parental concerns will be recorded and discussed
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate
- Share information with external agencies. Where they are not involved they may be contacted, if this is felt to be appropriate, following agreement from parents.

PLAN

- Planning will involve consultation between the teacher, SENDCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and behaviour that is expected and a clear date for review. Targets shared and sent home at Parent Consultations or reviews.
- All staff working with the pupil will be informed of their individual needs, strategies that the pupil responds to and intervention programmes in place. Our school use 1 Page Profiles which staff use to understand the interests, needs and strategies used with children.

DO

- The class teacher remains responsible for working with the pupil on a day to day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support teaching assistants with assessing and reviewing the impact of the support.
- Any additional support and assessment of the pupils' needs will be provided by the SENDCO or outside agencies if it is felt to be necessary.

REVIEW

- A pupil's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed.
- Pupil's and parents' views will be taken into account. The class teacher along with the SENDCO will review the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with the pupil and parents.

EHC Plans

Referral for an Education, Health and Care Plan (EHC)

- For a pupil who is not making adequate progress despite a period of support at School Support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment to determine whether an EHC (Education, health care) plan previously known as a Statement of Special Educational Needs is necessary.
- If a pupil has lifelong or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The applications for an Education, Health and Care Plan will combine information from a variety of sources including: Teachers/SEND CO, Parents, Social care, Educational psychologist/ clinical psychologist (if appropriate), Health professionals – CAMHS, school health, paediatricians. Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

- Further information about EHC Plans can be found via the SEND Local Offer www.derbyshire.gov.uk/SEND EHC plans
- 1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the pupil's needs cannot be met by the support that is ordinarily available. The school, pupil's parents and other professionals who support the pupil will be involved in developing and producing the plan
- 2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- 3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The EHC Plan will also 'move' with the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

The Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/ or disabilities and their families. It describes the services and provision that are available to both to those families in Derbyshire that have an EHC Plan and those who do not have a plan, but still experience some form of special educational need, sometimes covered under the Derbyshire initiative Inclusion Panel Funding. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; www.derbyshire.gov.uk/SEND

SENCO

1. The SENCO (Mr D'Souza Walsh) will meet regularly with class teachers and support staff to discuss the progress and attainment of SEND pupils, monitor provision and review SEN Action Plans.

2. The SENCO will hold annual reviews for children with EHC Plans, will support class teachers in the process of 'assess, plan, do, review' and will meet with parents and class teachers to review progress and support.

3. The SENDCO, together with the Senior Leadership Team (SLT) monitors the quality and effectiveness of provision for pupils with SEND.

4. The SENCO will liaise with external agencies in order to facilitate targeted support and assessments for children as part of the graduated response.

5. The SENCO will organise training for staff on identified areas of need. The SENDCO will attend regular LA-run meetings and courses to update and revise developments in Special Educational Needs and Inclusion.

Special Educational Needs are included in the school's long-term goals and School Improvement Plan when it is appropriate. In-house training to be provided through staff meetings by the SENDCO and relevant outside agencies. Teaching staff to have access to SEND/Inclusion professional development opportunities. Teaching Assistants to attend SEND/Inclusion courses as and when appropriate

Working with external agencies

The school has a strong working relationship and links with external support services in order to fully support our SEND children and to aid inclusion. Sharing information and knowledge with support services is key to the effective and successful SEND provision at our school. Support services include:

- Educational psychology
- Health – school nurse, paediatricians, psychologist
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language therapists
- Teachers for the hearing/ visually impaired
- Physiotherapists, occupational therapists
- Inclusion Support Advisory Service
- Social services
- Early Help
- Hearing and Visual Impairment Services

Working with Parents

We believe that a close working relationship with parents/ carers is vital to ensure that:

- Information is shared with everyone
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- There is continuing social, emotional and academic progress of children with SEN
- Personal and academic targets are set and met effectively. In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see Mr D'Souza Walsh (SENDSCO) can be made through the school office.

Transition

The SENCO will work with Mrs Ludlam (Reception) and Mrs McKinnon (Year 6) regarding the transition of SEND pupils to and from Marsh Lane Primary School.

The class teacher and SENDSCO will organise the passing on of details of SEND pupils to the pupil's next teacher at the end of each school year.

Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs/ conditions. Meetings are held between parents, and the relevant medical professionals.

Where appropriate, Health Care Plans are drawn up and need-to-know medical information is shared with staff through Medical 1-Page Profiles.

Staff administering medicines or working with pupils with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DfE in April 2014 and also within the schools own Medicines Policy.

Accessibility

The layout of Marsh Lane Primary School is not wholly accessible to adults and children with disabilities. However, wherever possible we make adjustments to ensure our children are safe and their learning environments are accessible.

Please see our accessibility plan for more information.

Complaints

Concerns or complaints regarding the education, care or welfare of pupils from parents or carers should be addressed through an appointment with the Headteacher who will then be able to advise on formal procedures through the Complaints Policy should the matter be unresolvable in the meeting. The Complaints Policy is on the school website.

Record keeping and links to other policies

Record Keeping

Records of children with SEND will be kept in a secure place and will be kept in accordance with the Data Protection Act 2010. Records will be sent to the new educational setting upon transition.

Links to other Policies

This policy should be consistent with and read in conjunction with the school's own

- Accessibility Plan
- Safeguarding Policy
- Equalities Policy
- Curriculum Policies
- Complaints Policy
- Admissions Policy
- Behaviour Policy
- Anti- Bullying Policy
- Medicines Policy
- Dyslexia Policy

Monitoring

This policy will be reviewed regularly in the light of changes to school, LA and Government Policy. Governors will evaluate the success of the policy through information on achievement, monitoring SEN Action Plans, Provision Mapping, pupil and parent views

This policy will be made available to parents on request and will be published on the school website

