



MARSDEN COMMUNITY PRIMARY SCHOOL

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# Marsden Community Primary School SEND Policy

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## SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

This SEND policy is written to comply with the Children and Families Act (2014), the SEN Code of Practice 0-25 (2014) and with the Equality Act (2010).

### CONTACT DETAILS

The SEND Lead (SEN Co-ordinator) in school is Mrs Rachel Alker. Contact details are (01282) 612769.  
The SEND Lead Assistants are Mrs Christine Morris.  
The SEND Governor is Mrs Shazia Butt.

### SCHOOL BELIEFS AND VALUES AROUND SEND

We endeavour to give all children, including children with Special Educational Needs (SEN) and Disabilities, the opportunity to know their full potential and to be fully included in our school community.

### AIMS

We aim to:

- raise the aspirations of and expectations for all pupils with SEN and Disabilities;
- provide a broad and balanced education;
- make reasonable adjustments and personalise curriculums

### OBJECTIVES

In order to meet the Special Educational Needs of our children at Marsden Community Primary School we strive to:

- identify and assess children with SEN as early as possible
- personalise children's learning to meet individual needs
- set appropriate targets to meet the individual needs of each child
- provide appropriate differentiation within lessons and use a variety of teaching styles and strategies to enable all children to access the curriculum
- track, monitor and record the progress made by children with SEND half termly to check that their needs are being met and that they are making progress
- empower children with SEND to take responsibility for their learning and behaviour in order for them to develop independent working skills and become independent learners as they get older
- audit resources and deploy staff, to maximise the impact on the children's learning
- involve all teaching staff and support staff in the assessment, planning and delivery of intervention, in order to meet the needs of children with SEND
- work in partnership with all outside agencies
- provide the opportunity for staff to develop their skills, knowledge, understanding and confidence in how to meet the specific needs of individual children.
- value, encourage, inform and involve parents at all stages and strive to develop positive relationships with them.
- work strategically to provide a smooth transition from: nursery to school, class to class; the Foundation Centre to the main School; Key Stage 1 to Key Stage 2 and from the main school to secondary schools.



## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils the same age. 6.15 'Special Educational need and disability code of practice: 0 – 25' (DfE 2014)*

The following are the four broad areas of SEN needs identified in the SEND Code of Practice (2014).

- Communication and interaction
- Cognition and learning
- Sensory and / or physical needs
- Social, emotional and mental health

At Marsden, we acknowledge that behaviour is a form of communication. If a child shows concerning behaviours then it is usually a result of one of the above.

**The following factors can impact on progress and attainment and need to be ruled out when considering SEND:**

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Children entitled to Pupil Premium
- Children Looked After
- Children of Serviceman/woman

If any of the above are suspected to be impacting on the child's attainment and progress then short term intervention is put in place following pupil progress meetings and reviewed at the following meeting at the end of the half term.

At Marsden Primary School we endeavour to remember the needs of the whole child.

## A GRADUATED APPROACH

At Marsden, all children have quality first teaching with their individual needs being met in class through differentiation. Each class teacher has a teaching assistant who supports the teacher in moving the children's learning forwards. Throughout school we monitor and track the progress of all children, on a half termly basis at pupil progress meetings. We strive to identify any possible SEN (Special Educational Needs) early so that the specific support can be put in place. By doing this we can maximise impact.

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist support. 6.36 'Special Educational need and disability code of practice: 0 – 25' (DfE 2014)*

**The following are possible indicators of SEND:**

- the child is not attaining at the expected level;
- the child is making less progress than peers;

- the child has had short term wave 2 intervention (boost) but not made the same progress as the other children in the group;
- the child has an identified specific medical or learning need;
- a CAF assessment identifies SEND.

### MANAGING THE NEEDS OF PUPILS WITH SEND

The SEND Lead collates a list of all children with SEND, which is reviewed termly. All children with SEN have SEN support recorded on an IPP (Individual Pupil Plan) if it is only in one or two areas of need. If their need is more complex than a SEN Support Plan is put in place with the child and parents. Both IPPs and SEN Support Plans are reviewed and updated at the end of each term.

At Marsden we follow a graduated approach for SEN, which is child centred and underpinned by the 'Assess', 'Plan', 'Do', 'Review' cycle.

Assess:

Using the following to identify specific needs:

- Teacher assessment;
- Tracking data;
- Parents views;
- The child's views;
- Observation;
- Advice from outside agencies who may be supporting the child.

Plan:

- An Identification of Need form is completed to highlight the child's specific needs;
- Parents know that their child is having SEN Support;
- Personalised intervention is put in place and identified on a IPP or SEN Support Plan which identifies what is 'additional to' and different from' the differentiated curriculum in class. SMART (Specific, Measurable, Attainable, Relevant, Time constrained) targets are agreed, along with who carries out the intervention, when and for how long;
- A formal review is planned for the end of the term;

Do:

- The class teacher is responsible for working with the pupil on a daily basis;
- Targets set on the IPP are reflected within the differentiated planning;
- Impact of intervention is monitored weekly with the class teacher, support staff and child;
- The teacher has ultimate responsibility for ensuring that the child makes progress by directing the support staff and regularly liaising with them.
- If the child's progress is not as expected then the teacher will seek further advice from the SEND Lead before the termly pupil progress meeting to re-assess the child's needs and adapt the targets on the IPP. This may include seeking further specialist advice.

Review:

- The effectiveness and impact of the identified interventions on the child's progress and attainment is reviewed.
- Feedback is sought from the child and parents (as appropriate).



- Targets are evaluated and new targets are set.
- IPPs/ SEN Support Plans are formally reviewed at the end of each term with the teacher, TA, child and parent (this may be at Parents' Evening).

## SAFEGUARDING

If at any point there is a Safeguarding or Child Protection concern then this is passed on immediately to Mrs Delamere, Miss Charlesworth, Mrs Alker or Mrs Morris (Designated Senior Leaders).

If the child's attainment and rate of progress continues to be a concern then more specialist support/advice is sought from the appropriate professional. This could be: Educational Psychologist, Speech and Language Therapist, Medical e.g. Paediatrician, Occupational Therapist, specialist teacher. This would always be done in partnership with parents. At this point a CAF (Common Assessment Framework) would be initiated. This provides a holistic assessment of all the child's needs both at school and home. The CAF assessment may confirm that all needs are being met with the support in place or set further goals to be achieved, identifying the need for more specialist support for the child. If this is the case then a TAF (Team Around the Family) meeting is organised with the identified specialists involved.

A SEN Support Plan would be completed if a complex need was identified, gaining further views from the child and parents. This gathers further information from both the child and parents on the child's needs, support and aspirations.

If after time the child's progress is still a concern and it is agreed by professionals that the child has more complex needs then a discussion with the Educational Psychologist would take place and advice from this meeting put in place. When this is reviewed, it may be necessary to request an Education, Health, Care Plan.

## Education, Health, Care Plans

Initially further advice is sought from the Educational Psychologist and if it is agreed that the child has significant needs then the school can request an integrated assessment. Evidence is gathered and sent to the Local Authority. If it is agreed by the Local Authority that the child meets the criteria for an integrated assessment the process is initiated.

If an Education, Health, Care Plan is agreed then it must be reviewed at least annually (six monthly for Foundation Stage children). If not the child's needs continue to be met within the school setting.

## CRITERIA FOR EXITING SEN

If a child's progress and attainment is in line with their peers it may be deemed that they no longer have any unmet needs and they will no longer have SEN support. Their progress and attainment will continue to be monitored at the half termly pupil progress meetings. Parents will be informed.

## SUPPORTING PUPILS AND FAMILIES

At Marsden we aim to be fully inclusive and welcome children with any additional needs. Parents and children are encouraged to visit school before starting. Transition programmes are in place for starting Reception, Year 1 and high school, which are personalised as needed. Transition meetings are organised for families where the child has more specific needs and parents are invited to attend. Transition within school is also prioritised and planned according to the needs of the children in class.



We have an open door policy for all parents. They are encouraged to take a full and active role in their child's education. We aim to keep parents fully informed on their child's progress and any concerns we have. We encourage parents to let school know of any worries they may have about their child.

Two parents' evenings per year enable parents to discuss their child's progress and review IPP's with the teacher. Parents who do not attend are sent a copy of their child's IPP with accompanying letter to sign and return.

Parent's views are regularly sought and relationships are built from the time each child starts school. We work closely with parents both to support their children and the family, as a whole, as we value them as part of the team.

We employ a Parent Support Worker, Mrs Shazia Butt, who works full time at school. She provides 1:1 support for parents. She leads and facilitates parent groups and adult learning opportunities. She also supports with benefit/welfare advice and a range of issues affecting family life.

SEND Lead attends induction meetings with new parents to inform them of what is meant by SEND. Staff work closely with parents and aim to provide support for them in meeting the needs of their children, both through school and the engagement of relevant support services. The CAF process is used as appropriate.

Our Local Offer can be viewed on our website

Parents may also wish to view Lancashire County Councils website for SEND at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

### MEDICAL NEEDS

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

Some children may also have SEN and may have a statement, or Education, Health and Care (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.

In school there is a medical list that is updated at least annually and distributed to each class teacher and other key members of staff. Children with specific medical conditions have Care Plans in place which are reviewed annually. Medical lists are provided to class teacher and relevant members of staff. Care plans are provided to class teachers and other relevant members of staff.

Mrs C. Morris and Mrs S. Butt liaise with the school nurse regularly to identify any medical needs and ensure all medical needs are met; this may include signposting to other medical specialists that are more appropriate.

All staff have regular training on key medical needs e.g. Anaphylaxis (annually), diabetes as required

Our medical policy can be viewed on our website.

### MONITORING AND EVALUATING SEND

The process of monitoring and evaluating SEND provision is ongoing by:

- Consulting all stakeholders both in terms of their experiences and whole school approaches
- Giving pupils a voice during SEN support reviews and statutory statement and EHC Plan reviews
- Regularly auditing SEND provision, by the SEND Lead
- Meeting staff at half termly pupil progress meetings



- Book looks and school monitoring
- Evaluating impact through data analysis and tracking, national and internal data
- Informing Governors about the impact of SEND provision and how it is developing

### TRAINING AND RESOURCES

Funding for SEND is used to employ additional support staff who have developed further experience in specific areas of need. This support is then directed to specific children on a termly basis, with impact being reviewed at pupil progress meetings.

All staff are encouraged to undertake training and development. This is identified through:

- Support staff appraisals in the Autumn and Spring term
- Responding to specific areas that are identified through the School Improvement Plan
- An area of need that arises due to changes within school.

All new staff have a period of induction and then have a mentor for at least their first year in post. The SEND Lead provides support as needed and identifies key training.

The SEND Lead attends termly cluster meetings.

The NASEN (National Association of SEN) publications are available in school for information.

### ROLES AND RESPONSIBILITIES

#### SEND LEAD

- Oversee the day to day operation of the SEND Policy
- Review the SEN Policy annually with all staff
- Co-ordinate provision for children with SEND
- Keep records for all children with SEND and check that all relevant paper work is completed
- Work closely with the Head Teacher, Senior Leadership Team, teaching and support staff to co-ordinate provision for the children with SEND
- Ensure that appropriate SEN Support is in place through IPPs or SEN Support Plans, which is reviewed at least termly
- Liaise, advise and support all staff in meeting the needs of individual children
- Manage and deploy the support staff (LSAs, Behaviour Mentors, Counsellor and Family Support Worker) to meet the identified needs of the children in school
- Liaise with all outside agencies
- Actively encourage and develop parental engagement, providing support and information
- Co-ordinate and contribute to in service training for staff
- Track and monitor progress of children with SEND, identifying and supporting further needs
- Keep a list of children who are identified with SEND
- Review and update the Medical Policy at least annually
- Monitor, review and update the Single Equality Policy and the Accessibility Plan alongside the headteacher
- Co-ordinate transition for children with SEND
- Use a variety of assessments to identify children's specific needs in order to plan and support relevant intervention and support
- Provide more specific intervention in response to assessment findings
- Lead in the CAF process
- Ensure that all statutory requirements are being met



## CLASS TEACHER

All members of staff have a responsibility for meeting the needs of children with SEND by:

- Following procedures in identifying children who have needs that are additional to and different from the class needs as early as possible. This can be at pupil progress meetings (termly), identifying the progress being made and any barriers to learning being identified. In response to this, short term intervention is put in place and progress is monitored following this. If identified children's progress is not accelerated to bring them back in line with expected progress then children could be identified with SEN.
- Assessing the needs of the children with SEND in class, planning and differentiating lessons so that all children can access the curriculum and work with greater independence.
- Providing a variety of methods of recording and teaching styles/strategies.
- Directing the work carried out by the support staff with support from the SEND LEAD, as needed.
- Reviewing, monitoring and evaluating SEN Support Plans and IPPs with the child, LSAs and SEND LEAD, at least on a termly basis and set SMART targets that move the children's learning forward.
- Identifying children for specific intervention, both wave 2 and 3 in light of termly data analysis.
- Contributing to statutory requirements e.g. annual reviews.
- Liaising with parents and outside agencies.

## LEARNING SUPPORT ASSISTANTS

Each class has at least one identified LSA. Responsibilities include:

- Working under the direction of the teacher to support children with identified SEND
- Supporting the children in meeting their IPP targets, recording their progress against agreed targets and liaising with the class teacher at least weekly to feedback what the child has learned.
- Following the timetable for support
- Seeking advice and support, as needed, from the teacher and SEND LEAD
- Empowering the child to work independently
- Following agreed procedures in school, e.g. safeguarding, confidentiality etc.
- Supporting the class teacher by assessing impact of intervention, under the guidance of the teacher and SEND Lead.
- Providing information as needed for meetings

## SUBJECT LEADERS

Subject Leaders liaise with the SEND LEAD to ensure that policies and procedures meet the needs of children with SEN/AN.

## STORING AND MANAGING INFORMATION

All documents are stored securely. Documents are shared with relevant professionals, with parental consent and school complies to GDPR regulations.

## INCLUSION AND ACCESSIBILITY

The school has a Single Equality Policy and Accessibility Plan which is reviewed annually. It identifies the provision needed for people with disabilities (for definition of disability see SEND Code of Practice 2014 (DfE)).





An initial audit of provision is made along with consideration of any current identified needs within school or future considerations. The school constantly reviews procedures and makes reasonable adjustments to meet the needs of all our stakeholders.

Parents have the opportunity to identify disabilities or specific needs that their children have on the data collection form that is sent out at the beginning of the school year. This is then acted on appropriately and sensitively. Parents and carers are encouraged to play an active part in improving our access.

### INFORMATION ON PARTNERSHIP WITH OUTSIDE AGENCIES

Marsden strives to have good links with all agencies. The school liaises with the School's link Educational Psychologist, School Nurse, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Doctors, CAMHS and other agencies to support our children or their families.

We buy in support from specialist teachers from SEND Support. We have built strong links with local schools and use the specialism at our EP cluster meetings to support our staff in meeting the needs of our children.

### SUCCESS CRITERIA OF THE SEND POLICY

- Early identification of SEND
- IPP targets met
- Tracking shows that children's individual targets are met or exceeded.
- Intervention shown to have a significant positive impact on children's learning and/or Behavioural, Emotional and Social Needs.
- Improved staff knowledge and confidence in supporting of a range of SEND.
- Teachers adapting their practice, classroom environment and providing appropriate differentiation to meet the needs of individual children in class
- Teachers/ LSAs / parents/ pupils feel valued, confident and involved
- All children have full access to the curriculum and extra curricular activities
- Positive feedback from all stakeholders
- No complaints

### COMPLAINTS PROCEDURES

It is our intention at all times to give children and parents the best possible service. Parents' comments and suggestions are always welcome. Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues, then the SEND Lead and class teacher should meet with the parent. If the issue cannot be resolved at this stage, it should be brought to the attention of the Head teacher or Senior Leadership Team (SLT). Information should be given on Parent Partnership. Beyond this point, complaints should go to the Chair of Governors and finally the L.E.A.