VENN

Marshland Primary Academy

Special Educational Needs and Disability (SEND) Policy

1	Summary	Special Educational Needs and Disability (SEND) Policy			
2	Responsible person	Nikki Jowitt			
3	Accountable SLT member	Penny Marshall			
4	Applies to	☒All staff ☒Support staff ☒Teaching staff			
5	Who has overseen development of this policy	Penny Marshall -Principal			
6	Who has been consulted and recommended policy for approval	Penny Marshall -Principal			
7	Approved by and date				
8	Version number				
9	Available on	Every	☐Y ☒N	Trust website Academy website SharePoint	☐Y ☒N ☒Y ☐N ☒Y ☐N
10	Related documents (if applicable)				
11	Disseminated to	☒Support staff ☒Teaching staff			
12	Date of implementation (when shared)				
13	Consulted with recognised trade unions	☐Y ☒N			

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1. Introduction

Marshland Primary Academy is based in Moorends and is part of the Venn Education Trust. The Principal is Mrs Penny Marshall and the named SENCO is Mrs Nikki Jowitt. Together, they ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the school.

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (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
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Statement of Intent

At Marshland Primary Academy, we hold a firm belief that all children have an equal right to a full and rounded education to support them in achieving their full potential. We aim to ensure that those pupils who require additional support have access to a curriculum that is tailored to their needs and one which allows them to flourish. Any barriers to learning are addressed and strategies are used to meet the needs of individual children which is in 'additional to and different from' that provided within the curriculum. This is to ensure that we better respond to the four areas of need identified in the Code of Practice (2015). The areas of need are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory/physical

4. What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching.
Children may be identified as having long term and significant SEN if they are not making adequate progress despite good Quality First Teaching and all relevant and purposeful interventions and strategies being in place.
(Special educational needs and disability code of practice: 0 to 25 years)

5. Aims and objectives of this policy:

At Marshland Primary Academy we aim to make every child's experience at school the best it can be. We want to ensure that all children are happy and are provided with opportunities to succeed and grow to be confident and independent individuals. The Special Educational Needs and Disability policy states the values that underpin our practice within SEND. These include:

- to work in partnership with families and others involved in the care of children in our school to ensure all medical, health and social care needs are met
- to ensure all teachers and support staff have a good understanding of the Code of Practice 2015 and have regular and consistent professional development to ensure a high level of staff expertise
- to create a positive learning environment which engages all children and will support them in achieving their true potential
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to ensure that all children have full access to all elements of the school curriculum through providing reasonable adjustments
- to develop confidence in partnership by collecting the views of parents, carers and children on a termly basis
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services

6. Equal opportunities and Inclusion

We aim to ensure inclusion for all pupils by taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances to ensure that all pupils are prepared for full participation in a multi-ethnic society. We continually assess and measure the impact of our provision through meetings with our SEND co-ordinator and individual teachers. We aim to ensure all children have equal access to succeeding in all areas of the curriculum.

We pride ourselves on developing positive and effective relationships with our children. We respect and understand that children learn in different ways and therefore provide a variety of strategies for learning.

7. A graduated response to special educational needs

At Marshland Primary Academy we understand that good practice in Special Educational Needs is promoted and embedded throughout the whole school. We believe effective co-production with all stakeholders is key to supporting and developing the child in achieving their learning potential. We strive to ensure that all parties working with the child have a clear understanding of their roles and responsibilities.

<u>Whole school general Identification and Assessment</u>

All our children's needs are identified and met as early as possible through:

- Children entering the setting being assessed and any needs identified at this point or from communicating with previous settings and/or other services.
- Listening to and following up teacher/staff concerns
- Listening to and following up parental concerns
- Listening to and taking into account the child's views, wishes and feelings

- The analysis of data including baseline assessments and end of key Stage achievement to track individual children's progress over time

Marshland Primary Academy uses a variety of formative and summative assessment methods including analysis of data and pupil progress meetings to support us in identifying children who require support that is 'additional to and different from' that provided within a differentiated curriculum.

8. Monitoring children's progress

If the above procedures have highlighted that a child would benefit from receiving support over and above that which is normally available within a particular class or subject, then the school will adopt a graduated response. Initially, this will begin with discussions between the class teacher and parents/carers. Class teachers will highlight the difficulties and areas of need for the child and it is the class teacher's responsibility to follow the SEN Identification Pathway and notify the SEND co-ordinator of any concerns. The class teacher, with support of the SEND co-ordinator, will put into place strategies and/or interventions which will help to support the child and enable them to make progress. Following this, the school will then monitor and record the steps taken. A monitoring period of 4-6 weeks will take place and within this time we would expect to see progress being made. Adequate progress includes:

- the attainment gap being closed between that of the child and their peers
- the attainment gap being prevented from getting wider
- access to the full curriculum
- progress that is similar to that of their peers starting from the same attainment baseline

If, at the end of this monitoring period, the child has not made expected progress, then a cause for concern form will be completed outlining the needs of the child and the strategies/interventions that have been tried. In consultation and with permission of their parent/guardian the child will be put on the SEND register.

If a child is placed on the schools special educational needs register, they will then be issued with an SEN Support Plan and termly meetings will be held between the class teacher and/or the SEND co-ordinator and parents/carers as part of the 'assess, plan, do and review' process. During these meetings, the child's progress will be discussed and SMART (specific, measurable, achievable, realistic, time constrained) outcomes will be set. Interventions will be formalised, and the learning targets will be implemented within the classroom.

Within Doncaster, there are five levels of need identified in the Needs Descriptors which align with the Graduated Response. These needs descriptors support with identifying what level of support is needed for your child. The five levels of need are:

- Universal
- Universal Plus
- Targeted
- Targeted Plus
- Specialist

Universal, Universal Plus and Targeted are resourced through the school's allocated funding. For children whose needs are identified as Targeted Plus and Specialist,

additional funds may be allocated if it is agreed that the provision required to meet their needs exceeds the full notional spend. Where references are made within the descriptors to support, this does not assume additional adult support.

The child's learning targets will be monitored closely by the class teacher and will be reviewed at the next termly meeting. If, over a period of time, the child has continued to make little or no progress, then the need for a Statutory Assessment will be considered.

The SEND register is fluid, which means that children do not necessarily remain on the register if they are identified as making sufficient progress and provision over and above QFT is no longer required. If children are identified as such then conversations between the SENCO and teaching staff will take place. It will be discussed as to what provision would be required to remain in place and parents will be invited in to discuss the progress the child has made. Through collaboration and agreement with parents, children will be removed from the register and will be recorded as Cause for Concern. Strategies will be recorded on the child's Cause for Concern and stored on the child's file, ensuring this information is passed on to appropriate members of staff as and when required.

Children's progress will continue to be monitored through whole school policy and if it is identified that further support is required, the graduated response will be implemented as above.

9. The role and responsibilities of the SEND Co-ordinator

At Marshland Primary Academy the SENCO will be responsible to ensure that the provision is tailored to meet the needs of the child through:

- ensuring the Academies SEND policy is implemented
- supporting all staff in the implementation and delivery of SEND throughout school
- identify training needs of staff to develop expertise
- managing and storing records of all children with SEND
- working in partnership with parents
- implementing effective transition for SEND pupils both within school and when leaving/attending our setting
- liaising with all relevant external agencies
- co-ordinating and developing an outcome led termly review which will identify next steps and provide advice and strategies to support the child in class
- ensuring that children who are working below age related expectations will receive a bespoke, creative curriculum tailored to their outcomes.
- Book looks and moderation
- observations of the child to monitor the provision and support delivered in class

10. Partnership with parents

At Marshland Academy we understand the importance of working closely with our parents as they hold the knowledge and understanding of the child from birth and in the home environment. Therefore, we aim to develop effective and positive

relationships with our parents/carers to promote the best outcomes for our children. We aim to do this by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome and valued
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing
- instilling confidence that the school will listen and take appropriate measures to ensure the child receives the relevant support needed
- focussing on the child's strengths as well as areas of additional need
- agreeing targets for all children, in particular, those not making expected progress
- and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets
- making parents and carers aware of sources of information, advice and support
- providing all information in an accessible way for parents with English as an Additional Language
- producing a SEND Information Report that will be published on the school website

11. Involvement of Children

We believe that all children have the right to be involved in making decisions and exercising choice. We endeavour to involve all children fully (if age appropriate) by encouraging them to:

- identify their own needs and how they learn best
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- monitor their success at achieving the targets on their SEND Support Plan
- create a One Page Profile (which will be updated termly) of their likes, dislikes, family, friends, strengths needs and aspirations.

12. Request for statutory Education, Health and Care assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local

Authority to consider whether a statutory assessment of education, health and care needs is necessary.

If a child is issued with an Education, Health and Care Plan, termly reviews will occur to review their short term targets and an annual review will be held once per year to review the medium and long term outcomes and the nature of the provision in place.

13. Personalised learning

At Marshland Primary Academy we understand that personalised learning is key to a child's success. Specific strategies and interventions put in place will be personalised and relevant to the child's own particular needs. These strategies will be recorded with the child's SEN Support Plan. As part of this process, we seek the child's voice, as well as that of the parents, whose support is vital in achieving progress and maintaining it.

14. Access to the curriculum

We believe that all children have the right to a broad and balanced curriculum which is adapted to meet the needs of the child. By achieving this we ensure that children feel a sense of self-worth, they are proud of their achievements and develop feelings of success. In order to support this, teachers use a range of strategies to meet the needs of children with Special Educational Needs. The use of assessment allows teaching staff to understand the needs of the child more effectively and tailor the learning to their specific requirements.
We support our children by understanding that they are entitled to share the same learning experiences as their peers. Wherever possible, we do not withdraw the child from the classroom, although there are times where we feel that the child may be best supported in one to one or small group situation outside of the classroom environment.

15. Allocation of resources

Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will use this budget to contribute to meeting additional needs above the usual teaching and learning entitlement.
The SEND co-ordinator, alongside the Principal, is responsible for the operational management and resourcing of special educational provision within the school, including that of children with an Education, Health and Care Plan.

16. Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Principal.

17. Links with Other Services

At Marshland we have effective working relationships with outside agencies. The SENDCo will refer into these services if it is felt that additional advice is required to

support meeting the needs of your child following discussions with parents and class teachers.

Links are maintained with:

ASCETS – Autism Specialist Teaching Service

BOSS – Behaviour Outreach Support Service

HI/VI team (Hearing/Vision Impairment Team)

With Me in Mind – Children's Mental Health and Wellbeing

CAMHS – Child and Adolescent Mental Health Service

Speech and Language Therapy Service

Occupational Therapy

Educational Psychology Service

Advice and support for parents is also available from the following agencies:

The Special Educational Needs Team: Contact number: 01302 737211 or email sen@doncaster.gov.uk. If you require support with the Doncaster EHCP Hub then please email doncaster.ehchub@doncaster.gov.uk .

SENDIAS

Doncaster Parent Voice

Your Family

19. Information on where Doncaster Local Authority's Local Offer is published

https://www.doncaster.gov.uk/services/schools/local-offer-send

This SEND Policy was updated in September 2026 and will be reviewed annually.