



MARUS BRIDGE PRIMARY SCHOOL

SEND & Disability Policy

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Introduction

This Policy is devised to promote the successful inclusion of pupils with Special Educational Needs and Disabilities.

This Policy is designed to work alongside and in conjunction with The Local Offer offered by Wigan Local Authority. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Further information on the Wigan Local Authority Offer is available from the below website:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

In addition, our School SEND Information Report (SIR) can also be found on our school website as below

[Marus Bridge Primary School: SEND](#)

Audience

This policy document is distributed to:

- Teachers
- Support Staff
- Parents/Carers
- Pupils
- Governors

Principles

At Marus Bridge Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils that meets the needs for all needs and abilities. Not all pupils with disabilities have special educational needs and not all pupils with Special educational needs meet the definition of disability, but this policy covers all of these pupils.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

Our policy and approach is underpinned by the United Nations Convention on the 'Rights of the Child' (UNCRC) and complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Definition of Special Educational Needs

The 2014 Code of Practice says that:

- a) 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.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - I. Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - II. 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 school.

(2014 SEND Code of Practice: 0 to 25 Years – introduction xiii and xiv)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The SEND code of practice identifies 4 areas of special educational need. These areas are:

1. Communication and interaction.
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and/or physical need.

The purpose of identification is to decide upon the best action required to support the child, not to fit a pupil into a category. In practice children often have needs that relate to more than one area of need. We feel that it is important to consider the needs of the whole child as part of the identification process.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. The Governing Body, the Head teacher, the SENCo and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching that is adapted and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Our School's Special Educational Needs Co-ordinator (SENCo) is Mrs. J Lloyd. The governor with special responsibility for special educational needs is Mr K Davies.

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

(Code of Practice, 2015)

Identification

Class teachers and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

When a pupil continues to make less than expected progress the class teacher will work with the SENDCO to identify if additional special educational needs are present. The school will work with parents and carers to agree any SEN support that is required to support the child.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND list. Any concerns will be discussed with parents/carers informally or during parents/carers evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally

advised of this and the decision will be added to the 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 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 refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review 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 developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and

development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Marus Bridge Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Wigan Education Psychology Service (EPS)
- Social Services
- Targeted Education Support Service (TESS)
- Speech and Language Service (SALT)
- Health Services
- Schools Outreach Services (SOS)
- Specialist Sensory Education Team (SSET)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a 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 decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents/carers have the 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:

<https://www.wigan.gov.uk/Business/Professionals/SEND/Education-health-and-care-plans.aspx>

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Wigan Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
- b) Parents/carers 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.
- c) 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/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Involving Parents/Carers

The SENCO, pastoral staff and teaching staff will communicate information to parents by means of emails, telephone conversations, parents' evening and through regular meetings. Both the SENCO and teaching staff can also maintain daily communication with families through the home/school communication app, Seesaw, for those pupils with complex SEN. All confidential documents are stored securely. The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents.

These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account any concerns the parents have

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

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

We will formally notify parents if it is decided that a pupil will receive special educational provision.

Families can also access support by accessing Wigan's Local Offer. I'm a Parent (wigan.gov.uk)

Supporting Pupils at School with medical conditions and disabilities

At Marus Bridge Primary School we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Where a pupil has a medical condition without any learning needs, or any specific needs regarding full access to the broad balanced curriculum to which they are entitled, then the pupil's needs are documented in a health care plan (this is not the same as an Education, Health and Care Plan). Where a pupil has a medical condition with a learning/educational need, the pupil's needs are documented according to the SEND code of Practice (2014) as outlined above. Some of these children may also satisfy the Local Authority criteria to have their needs documented in an Educational Statement or Education, Health and Care plan, which will bring together their educational, health and social care needs. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children with special educational needs and their parents as they move into a new class or a new school, and we will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include:

- Additional meetings for the parents and child with their new teacher

- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places so as produce a transition book to share with family at home

Transition to secondary school

For children with SEND, extra visits will be arranged to the selected secondary school. All records regarding the child will be passed onto the receiving school.

Access to Examinations and Assessments

Measures are put into place to ensure that children with SEND are able to access examinations and assessments. These will depend on the level and type of need(s) and include:

- Extra time for assessments
- The use of a scribe
- The use of a computer for word processing
- Adaptations to the font or colour of the assessment paper for children with visual difficulties
- Rest breaks

The SENCO has the responsibility of ensuring that these additional requirements are put into place and that they follow the legislation from the 'Assessment, Reporting and Arrangements' Documentation provided by the DfE.

Extra Curricula Activities

School will endeavor to make access arrangements for those children who have SEND and wish to take part in extra curricula activities. Activities are inclusive for all and can be adapted to suit the needs of the child. Provision can be made, dependant on the child's needs.

Use of Data and Record Keeping

All data and information is stored and used in line with our confidentiality policy. All documents are kept in a locked room. If a child leaves the school information is transferred to the new school so that all relevant information is held.

Staff Training and Finance

SEND provision is funded through the notional SEND budget and any additional funding attached to the child is planned for in liaison with the child's parents or carers.

Staff training needs are identified through rigorous monitoring and evaluation of SEND provision and performance management of all staff with a teaching and learning or pastoral role. Where a training need is identified that impacts on meeting the needs of a pupil with SEND, this will be addressed swiftly so that all staff are equipped to confidently meet pupils' needs. Staff are encouraged to take a proactive role in developing their wider knowledge of SEND.

The SENDCo regularly attends Trust and Local Authority network meetings to keep us up to date with local and national updates in SEND.

School Complaints Procedure

If a parent or carer has any concerns or complaints regarding the provision for, care or welfare of their child, an appointment can be made by them to speak to the SENCO or headteacher, who will be able to advise on formal procedures for complaint.

Monitoring and Review

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 objectives¹. We will evaluate how effective our SEND provision is with regards to:

All staff's awareness of pupils with SEND at the start of the autumn term and at key points in the school year.

How early pupils are identified as having SEND

The effective deployment of the Teaching Assistants

Pupils' progress and attainment once they have been identified as having SEND

The quality of inclusive teaching across the curriculum

Whether pupils with SEND feel safe, valued and included in the school community

Comments and feedback from pupils and their parents

This policy will be reviewed by SENDCO 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.

Useful Contact for Support and Information

Special Educational Needs and Disability Service	01942 486136
National Autistic Society	https://www.autism.org.uk/
CAMHS	01942 775400
Speech and Language Team	01942 482630
ADHD Foundation	https://www.adhdfoundation.org.uk/
British Dyslexia Association	https://www.bdadyslexia.org.uk/
Dyspraxia Foundation	https://dyspraxiafoundation.org.uk/