



Lisle Marsden Church of England Primary Academy

Special Educational Needs and Disability (SEND) Policy

*Every teacher is a teacher of every child including those with Special
Educational Needs and/or disability*

Effective Date: 01/02/2026

(adopted by Governors)

Review Date: 01/02/2027

This procedure is non-contractual and can be amended by the academy at any time

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1. Our legal responsibilities

- This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015) DfE/DoH**, which requires all schools to 'have regard to the Code of Practice'. It should be read in conjunction with the SEN Information Report published on our school website.
- The SEND Policy will be reviewed annually. The SEN Information regulations, published on the school website, will be updated annually as required by current legislation.

2. Definition of Special Educational Needs and Disability

- The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age;
- Or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.
 - 'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)
 - Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. (Section 1: xviii)
 - This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

3. Inclusion statement

At Lisle Marsden Church of England Primary Academy, we believe that every child should have the opportunity to experience the greatest possible success in learning. We do this within the context of Christian belief and practice, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to the next phase of life (and ultimately into adulthood), whether this be into the next Key Stage, employment, or further or higher education or training

Special Educational Needs and Disability Code of Practice, 2015

4. Policy principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Lisle Marsden Church of England Primary Academy is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of all children
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

5. Policy objectives

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the academy, enabling each child to live life in all its fullness
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils.

6. Roles and responsibilities

Headteacher and Governing Body

SEND Governance

- To meet the statutory requirements of the Code of Practice (2015) and the Children and Families Act 2014 (Section 69), there must be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.
- The governing bodies of maintained schools and academies must publish information on their websites about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about the kinds of SEN that are provided for, and policies for identifying children and young people with SEN and the assessment of their needs. Information about the school's policies for making provision for pupils with SEN, whether or not they have an EHCP, should include:

- How the academy evaluates the effectiveness of provision
- The academy's arrangements for assessing and reviewing the progress of pupils with special educational needs
- The academy's approach to teaching pupils with special educational needs
- Adaptation to the curriculum and learning environment for pupils with special educational needs
- Additional support for learning available for pupils with special educational needs
- How pupils with SEN are enabled to engage in activities (including physical) together with children who do not have SEN
- Support that is available for improving the emotional, mental and social development of pupils with SEN
- The name and contact details of the SEN co-ordinator
- Information about the expertise and training of staff in relation to children and young people and how specialist expertise will be secured
- Information about how equipment and facilities to support children and young people with SEN will be secured

- The arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the academy
- How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting their families
- The contact details of support services for parents and pupils with SEN in accordance with Children and Families Act 2014 (Section 32)
- The academy's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living
- Information on where the local authority's local offer is published.

In accordance with Children and Families Act 2014 (Section 69), schools have a duty to publish information about:

- The arrangements for the admission of disabled persons as pupils at the academy
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities provided to assist access to the academy by disabled pupils; the Equality Act 2010 further requires schools to '*make reasonable adjustments*' and have '*an anticipatory duty*'
- The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 of Equality Act 2010)

Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The Headteacher and the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO). The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the academy's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Maintenance and analysis of whole-school provision mapping for vulnerable learners as supplied by the SENCO
- Pupil progress meetings with the SENCO and individual teachers
- Regular meetings with the SENCO
- Discussions and consultations with pupils and parents.

Special Educational Needs Coordinator (SENCO)

In line with the SEN Code of Practice 2015, the SENCO has *'an important role to play with the headteacher and the governing body in determining the strategic development of SEN policy and provision'* (6:87). *'They will be most effective if they are part of the school leadership team'*. The SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision mapping for vulnerable learners
- Identifying on provision maps a list of pupils with special educational needs – identifying those in receipt of additional SEN support from the academy's devolved budget, those in receipt of High Needs funding and those with current statements of Special Educational Need or Education Health and Care plans (EHCPs)
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers and offering professional support
- Contributing to the in-service training of staff
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs and/or disability
- Implementing a programme of Annual Review for all pupils with an EHCP

- Pursuing referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have an on-going special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another
- Monitoring the academy's system for ensuring that specific learning plans, where it is agreed they will be useful for a pupil with special educational needs and/or disability, have a high profile in the classroom and with pupils
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting at least termly with each teacher to review and revise learning objectives for all learners with SEND in their class who are being tracked on the academy's provision maps
- Consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views, in conjunction with class teachers, to ensure that SEN pupils receive appropriate support and high-quality teaching
- Liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for learners with SEND
- Liaising closely with a range of outside agencies to support vulnerable learners
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of learners with SEND and ensure value for money.

Class teachers

All teachers in the academy are responsible for liaising with the SENCO to agree:

- Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have short term additional interventions – but do not have special educational needs
- Which pupils require additional support because of a special educational need and need to go on the school's SEN register. The majority of these pupils will

need to have additional interventions monitored on a Wave 3 Pupil Passport, if their needs cannot be met at Wave 1 (Quality First Teaching) or Wave 2 (gap filling interventions). Some of these pupils may require advice/support from outside professionals and also, where agreed that it would be helpful, a Pupil Passport to address a special educational need (this would include pupils with EHCPs).

All teachers in school are also responsible for securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing adaptive teaching and learning opportunities, including personalised work for any EAL pupils, which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely '*different from or additional to that normally available to pupils of the same age*' as part of the differentiated curriculum offer and strategies available to each pupil (SEN Code of Practice 2014. 6:15).

7. Identification of SEN

In addition to the current criteria as identified within the Local Authority Local Offer, the academy uses a range of information relating to cognition and learning. No two children are the same and the ways that potential barriers to learning are experienced will vary from child to child. When identifying barriers to learning and considering possible additional support, the following criteria are used:

- Available information about children's starting points (at home, in pre-school settings, from other agencies etc.) before they begin Reception Year
- Reception Year baseline assessments made in the early autumn term
- Progress towards the Early Learning Goals during Reception Year
- Year 1 Phonics Screening results
- Continuous Teacher Assessment data and termly levels
- Results of standardised tests
- Specialised SEN assessments
- Formal and informal observations
- Discussion between staff, parents/carers and pupils
- Advice from external agencies

- Evidence of impact of previous Quality First Teaching

If a pupil joins our academy having attended a previous school, additional needs and provision will be established through:

- Consultation with parents/carers and information from the previous setting
- Assessment of current attainment on entry to Lisle Marsden Primary Academy

8. Identification procedure

Once a teacher has identified a barrier to learning, they will develop a carefully differentiated approach (at Wave 1 – Quality First Teaching, possibly considering Wave 2 – targeted intervention), based on the evidence gathered. In many cases this will fully address the issue. Where this is not the case and there is evidence that a child has additional needs, the teacher will inform parents/carers and the SENCO, using the academy referral form. From this point:

- The child's name will be entered on the academy SEN register
- A pupil passport will be created by the class teacher to highlight their needs and the targets they are working towards that term.
- The provision made to meet the child's needs may be class based or may involve working with an additional adult if appropriate
- Progress will be monitored through the regular review of provision maps and pupil passports. Termly reviews will take place. Impact of provision will always be subject to the **assess – plan – do – review** approach.

9. SEN Support: the assess – plan – do – review approach

In line with the SEND Code of Practice methodology of **Assess, Plan, Do, Review**, children with SEN are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored termly. Where a child is identified (**assessed**) as not making progress, in spite of quality first teaching, he/she is raised as an initial concern with the SENCO. These concerns are shared with parents and a **plan** of action is agreed.

Less than expected progress can be characterised by progress which:

- Is significantly slower than their peers from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

There are four distinct categories of SEN need as identified within the Code of Practice 2014:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical**

Once a child has been correctly identified with special educational needs, initially the class teacher will communicate regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the **review** process within the Code, regular reviews will be available with the SENCO.

Normally these will be offered three times a year; more frequent meetings might become necessary if there is a need to move from SEN support towards a request for statutory assessment for an EHCP.

Wherever possible, pupils will remain with their class teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on outcomes.

Our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEN register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

At every stage of the SEN process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes.

10. Complaints

The academy works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints

are taken seriously and will be heard through the academy's complaints procedure (full details are available on the academy website).

11. Equal opportunities

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of academy life. We promote self and mutual respect and a caring and non-judgmental attitude throughout the academy.

12. Review framework

This policy will be reviewed every year (or sooner in the event of any legislative change or change of personnel).