Marshbrook First School
Special Educational Needs Policy
September 2026

1. Introduction

The following information has been designed in line with the Children & Families Act (CFA), 2014, the Equality Act, 2010 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (SEND CoP), 2014.

You can download a full copy of the SEND CoP at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

You can download a shorter version of the SEND CoP for parents at:
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

At Marshbrook First School we are committed to helping every pupil, irrespective of background, to access a high quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some pupils may require more support than others and we aim to plan accordingly.

This policy has particular regard for pupils with needs which require provision that is different from or additional to that made generally for pupils of the same age. This includes those with learning difficulties, a disability or particular medical needs as well as our high attainers.

In producing this policy, Marshbrook First School has consulted with local authority representatives, colleagues from the SEND and Inclusion Hub, parents and staff from within the Trust.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- SEND Policy (MFS)
- Safeguarding Policy (MFS)
- Health and safety policy (PVAT)
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report (MFS)
- Supporting pupils with medical conditions policy (PVAT)
- Pupil Premium Policy (MFS)
- Speech and Language Pathway (MFS)

2. Definitions

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 of the same age.

A child may have a learning difficulty or disability if they are:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rates of progress
- Fails to close the attainment gap between the child and their peers
- Has a disability which prevents or hinders them for making use of facilities of a kind generally provided to others of the same age in mainstream schools

(SEN Code of practice 2014)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy has been developed by SEND staff from the Penk Valley Academy Trust. Marshbrook First School will do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and those needs are made known to all who are likely to teach them. The school will endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to enable equal opportunities so far as is reasonably practical and compatible with the child receiving the special educational provision, and the efficient education of the pupils with whom they are educated.

3. Objectives and Aims of the Policy

Our school aims to be an inclusive school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 (updated May 2015). We actively seek to remove the barriers to learning that can hinder or exclude individual pupils or groups of pupils. We aim to ensure equality of opportunity for all children by paying attention to specific groups of children within our school.

The aims of this policy are:

- To create an environment that meets the needs of all children
- To ensure that any additional needs of children are identified, assessed and provided for
- To make clear the expectations of all partners on the process
- To identify the roles and responsibilities of staff in providing for all children
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents/ carers are able to play their part in supporting their child's education

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these four questions:

- Do all children achieve their potential and make progress?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential or making progress?
- What is the impact of SEN provision?

4. Responsibility and arrangements for Co-ordination of SEN provision

In our school, Senior Leaders, class teachers and the SENDCO:

- Manage the day to day operation of the policy
- Co-ordinate the provision for and manages the responses to children's special educational needs
- Support and advise colleagues
- Oversee the records of all children with special educational needs
- Act as the link with parents
- Act as the link with external agencies and other support agencies
- Monitor and evaluates the special educational needs provision and reports to the governing body
- Manage a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs
- Contribute to the professional development of all staff

5. Role of the Governing Body

The Trust and School Governing Body has important statutory duties towards pupils with special educational needs:

- The Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEN.
- Through the school's self-review procedures' Governors monitor effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision, but Governors will be designated to have specific roles for SEN.

6. Specialist SEN Provision

The school works closely with outside agencies to ensure pupils receive specialist provision in accordance with their needs. In addition, support from Special Schools and other agencies may be requested through the SEN and Inclusion HUB, which meets every half term.

7. Facilities for vulnerable pupils, those with SEN or those who are disabled

The school is committed to providing an environment that allows all children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and all the designated points of entry for our school also allow wheelchair access. We believe that Marshbrook First School has good inclusive practice and are actively working together with each other and external agencies to provide an environment that meets the needs of all children. We liaise closely with outside agencies such as Autism Inclusion, OT and Educational Psychologists.

8. Allocation of resources for vulnerable pupils, those with SEN or who are disabled

Funding allocations are received annually as part of the schools delegated budget to schools and include specific provision as follows:

- SEN funding
- Pupil Premium funding

Additional funding applications are completed to support pupils with severe and complex needs. The Local Authority decides if the pupils' needs meet the specific criteria and funding is allocated accordingly.

9. Identification and review of pupil's needs

All children are assessed when they enter our school so that we can build upon their prior learning. We use this information, along with parent and any previous setting's information, to provide starting points for the development of an inclusive curriculum for all our children.

If our assessments show that a child may have a learning difficulty, quality first teaching will be used in the first instance. If the difficulty persists, the child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practice. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. This may involve the child being added to the SEN register. It may also involve referrals to one or more outside agencies to get expert guidance.

We will record the strategies used to support a child on a APDR document (Assess, Plan, Do, Review). This plan will show the target areas set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed In most cases, this review will take place once a term.
If the child continues to demonstrate significant cause for concern, a request for an Education Health Care Plan Assessment can be made to the Local Authority. A range of written evidence about the child will support the request. The class teachers will produce the APDR and will be responsible for the termly reviews. The SENDCO will support this process if a child has significant difficulties.

10. Complaints Procedure

If parents wish to make a complaint about the educational provision, they are invited to discuss their concerns with the class teacher in the first instance. They can follow this up with the SENDCo or Headteacher, if further information is required. If they are still dissatisfied they can register a formal complaint in accordance with the Trust's Complaints Policy.

11. Continuing Professional Development/ links with other schools

The SENDCO attends regular SENDCO updates where local schools are present and can share ideas, resources and training needs. The SENDCO seeks advice from specialist support agencies; This information is shared with the headteacher and staff. Teachers and support staff are updated regularly by the SENDCO and relevant training opportunities are accessed where appropriate. Inset days and staff meeting time are also used for staff training purposes.

12. Links to support services/ other agencies/ working with parents

The SENDCO liaises regularly with outside agencies such as Speech and Language, Autism Inclusion Team and Educational Psychologists. Agencies regularly visit Marshbrook First School to make assessments, meet parents and staff and work with individual children and groups of children. Parents are involved in the review and target setting process of the APDR; they are encouraged to share any concerns with staff at school.