



MARTON MANOR PRIMARY SCHOOL

Special Educational Needs and Disability Policy 2024 - 2025

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Policy prepared by (name and delegation)	Katie Blades – SENDCo
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MARTON MANOR PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy is created in conjunction with Lingfield Education Trust's SEND Policy and Marton Manor Primary School's SEND Information Report.

Purpose.

This policy sets out Marton Manor Primary's approach to supporting pupils with special educational needs and disabilities (SEND) including their nursery provision. The policy should be read in conjunction with our annual SEND Information Report which is published on the school's website. The policy is based on the SEND Code of Practice published in July 2014.

Aims and Objectives.

The governors and staff at Marton Manor Primary School are committed to providing an inclusive education to ensure the best possible outcomes for all its pupils regardless of their abilities, needs or personal circumstances.

The school recognises that all pupils exhibit individual needs and sometimes these needs can be complex and can inhibit their ability to learn. This policy covers all pupils for whom the term 'Special Educational Needs (SEN)' applies as defined below whether their needs are permanent or temporary in nature.

Definition of Special Educational Needs

- i. 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 them.
- ii. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - have a significantly greater difficulty in learning than the majority of others of the same age, or
 - have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- iii. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- iv. A child under compulsory school age has special educational needs if they are likely to fall within the definition in paragraphs above when they reach compulsory school age, or would do so if special educational provision was not made for them (Section 20 Children and Families Act 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.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) for children under two, educational provision of any kind.

Special Educational Needs Code of Practice 2014

The specific objectives of this policy are:

- To identify students with SEN and disabilities (SEND) and to ensure that their needs are met.
- To ensure that students with SEND are included within the activities of the school.
- To ensure that all learners make the best possible progress.
- To develop and maintain effective partnerships with parents and carers of pupils with SEND, ensuring they are informed of the provision being made for their child and the progress they are making.
- To ensure that learners are able to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Responsibilities

The following staff have responsibilities for the delivery of this policy:

The Governing Body will:

- Have responsibility for the making provision for pupils with SEND.
- Publish information about and report on this policy, including making this policy freely available to parents.
- Consider and report on the effectiveness of the school's work on behalf of children with special educational needs on an annual basis.
- Include in its annual report information on the implementation of this policy on pupils and any changes to the policy during the previous year.
- Allocate a member of the governing body who will take a special interest in SEND.

The Headteacher will:

- Appoint a SEND Coordinator (SENDCo) who will be a qualified and suitably experienced teacher.
- Ensure that within the school's budget allocation, provision is made to meet the needs of pupils with SEND.
- Monitor the strategic development of SEND provision.
- Report on the provision of SEND in the school to the Governing Body.
- Ensure that the SENDCo has adequate resources both in terms of finance and time to effectively manage the school's SEND provision.

The Special Educational Needs and Disabilities Coordinator will:

- Take a lead on the strategic development of this policy and the provision for pupils with SEND.
- Manage the day to day operation of this policy and coordinate the provision for pupils with SEND.

- Provide advice to the Headteacher and to members of staff on issues and developments in SEND.
- Manage the recording of data on pupils with SEND and maintain the schools List of Pupils with Additional Needs.
- Liaise with outside agencies and external providers who are involved in the provision of SEND in school.
- Hold, or be working towards the National Award for Special Educational Needs Coordinators.

Teaching Staff will:

- Be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

Teaching Assistants (including Classroom Assistants and Early Years Assistants) will:

- Be involved in the development of the school's SEND policy and be aware of the pupil's in their care with SEND.
- Provide provision as directed by the teaching staff on a small group or one to one basis for pupils with SEND

Other Staff will:

- Be involved in the development of the school's SEND policy.

The SENDCo for Marton Manor Primary School is **Mrs Blades**.

The member of the Governing Body with a special interest in SEN is **Mrs Coe**.

Admissions for Pupils with SEN

The school follows the Middlesbrough Borough Council Admissions Policy and Oversubscription Criteria. Marton Manor Primary School does not discriminate against pupils with SEN or disabilities in accordance with the SEN Code of Practice (2014) and the Disability Discrimination Act (2010).

Additionally Resourced Provision:

Marton Manor Primary School has an Additionally Resourced Provision for pupils with a diagnosis of Autism. Further information regarding the provision is available in the school SEND Information Report and on the school website.

This provision is commissioned by Middlesbrough Local Authority and admissions are managed through a Local Authority Place Planning Process.

For more information visit the Middlesbrough Local Offer Page:

<https://www.middlesbrough.gov.uk/schools-and-education/special-educational-needs/local-offer/>

SEND Information Report

The school will review and publish annually a Special Educational Needs Information Report. The Information Report is designed to meet the statutory requirements for the information to be included, as set out in the Children and Families Act 2014 and the SEND Code of Practice. The report explains how the school meets the needs of children with special educational needs and disabilities. It will be published on the school website and as part of the relevant Council's local offer. Specifically, Marton Manor Primary School's SEND Information Report will address the following:

- What is a 'Local Offer'?
- What is SEND?
- Who decides if my child has a SEND?
- How would my child be assessed?
- What kind of support do you offer?
- What involvement can we have as parents and carers?
- How are children involved in reviewing their progress and planning support?
- Will my child sit external tests, such as SATs?
- How will my child/young person be included in activities with other children?
- How do we evaluate the effectiveness of our provision?
- What about SEND and school finances?
- What support will there be for my child's/young person's overall well-being and their emotional, mental and social development?
- How will the school prepare and support my child to transfer to a new school/college or the next stage of education and life?
- Who do I talk with if I have a compliment or complaint?
- Who are my main points of contact at Marton Manor Primary School?

Identification and Assessment of SEN

Marton Manor Primary School is committed to early identification of special educational need and adopts a graduated response (see the school's Graduated Response document) to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected through the school's general assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCO in order to decide whether additional and/or different provision is necessary.

The school recognises the experience and professionalism of its staff and will respond to any concerns raised regarding a pupil's educational provision, progress or behaviour as a trigger to further investigation/assessment of SEND.

The school will work closely with all other professionals and agencies with a responsibility for the diagnoses of SEND, e.g. GP's, Educational Psychologists, Specialist Teachers.

Provision for Pupils with SEND

The Headteacher will allocate resources for the provision of Pupils with SEND.

Marton Manor Primary has an amount identified within its overall school budget, called the notional SEND budget. This is not a ring-fenced amount. The school provides high quality

appropriate support from the whole of the school budget including any resources targeted at particular groups such as pupil premium.

The Local Authority provides additional top-up funding where the cost of the special education provision required to meet the needs of an individual student/pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A personal budget is an amount of money identified by a Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

The SENDCo in conjunction with the class teachers will ensure that a pupil's additional provision does not compromise their entitlement to be part of a class and to their access to their class teacher.

SEND Training

The school has a rigorous procedure for performance management for all staff. Any individual requirement for training and support for SEND issues will be identified through the performance management process.

The Headteacher and SENDCo will coordinate any whole school training requirements and where circumstances require a review of skills outside of a performance management cycle e.g. where a pupil with a specific need joins the school.

GDPR

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#). This applies to all personal data, regardless of whether it is in paper or electronic format. For more information see our Data Protection Policy 2018 and Privacy Notices.

EHC plans will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents or young person, except for specified purposes or in the interests of the child or young person.

Review of this policy

The Governing Body will review this policy annually.

Author: LET / K.Blades SENDCo Marton Manor Primary School

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