Special Educational Needs and Disability (SEND) Policy 2026-2027

Document Full Name	Special Educational Needs and Disability Policy
Developer / Developer's Role	Sophie Smith SENDCo
Edition Date	October 2026
Approval Responsibility	Local Academy Board
Approval Date	October 2026
Review Cycle	Annually
Next Review Date	September 2027

Our Christian Values

Our Core Christian values are the 5 C's - **Commitment, Creativity, Compassion, Co-operation and Courage.** They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.

James 1:17

International Children's Bible

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school:

'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

Martley CE Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for children with special educational needs and/or disabilities, as we do for all children in school. Martley CE Primary School aim to ensure that all pupils with special educational needs and disabilities (SEND) reach their full potential and are fully included within school life and make a successful transition to Key Stage 3.

Our local authority Worcestershire County Council, have also published a 'local offer' outlining provision available across all primary schools within the authority. For more information on this, please access the following website: http://www.worcestershire.gov.uk/sendlocaloffer

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, January 2015) defines SEND as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SEND Code of Practice identifies four key areas of SEND:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours as anxiety or depression, self- harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

Sensory and/or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Aims and Objectives

The aims of this policy are:

- to ensure every child has access to a broad and balanced curriculum;
- to set high ambitions and stretching targets are set for all pupils;
- ensure pupils needs are met through the 3 waves of intervention model;
- ensure pupil progress is monitored towards these targets;
- ensure additional or different provision is regularly reviewed;
- to ensure the approaches used are having the required impact on progress;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to ensure close communication with external agencies;
- the SEND policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parents are aware of the school's SEND and Inclusion policies.

Intervention Model

At Martley CE Primary school, we meet children's needs and provide an inclusive environment through the 3 waves of intervention model.

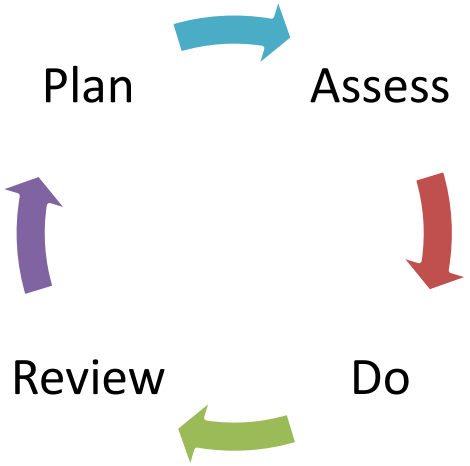
Universal is described as 'inclusive quality first teaching for all' and takes into account the learning needs of all pupils in the classroom. It covers high-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted to all pupils' needs and prior learning.

Targeted describes the specific, additional and time-limited interventions provided for some of our children who need to accelerate progress. They are often targeted at a group of children with similar needs.

Targeted Plus describes additional targeted provision for the minority of children where it is necessary to provide highly-tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions. Provision is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support.

SEN Support

Where a child is identified as needing SEN provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action: Assess, Plan, Do, Review.



Assess

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. High quality teaching, differentiated for individual children's needs is the first step we take in responding to children who may have SEND. If relevant we might draw upon external agencies for further individual assessments.

Plan

When a child is placed into the SEN support category; the class teacher and SENDCO will agree interventions and support with the parents. This will be documented on the child's Individual Support Plan (ISP) which outlines any teaching strategies or interventions that will be required to support the child to make progress throughout the term.

Do

Our 'Graduated Response' cycle is led and co-ordinated by the school SENDCO who is our named person with an oversight of SEND in our school. Our SENDCO works closely with class teachers in ensuring that provision is aimed at the right levels for all of our children with SEND. We also engage with Parents/Carers within this cycle.

Review

The impact and support will be evaluated by the class teacher and SENDCO. This will be discussed at the termly SEN review meetings with parents. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

Education, Health and Care Plans

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet these needs. If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision. EHC Plans should be used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

Looked After Children (CLA)

The School's named person for Looked After Children is the Head of School who is responsible for:

- co-ordinating provision for Looked After Children and monitoring their progress both academically and socially;
- liaising with carers, other schools, class teachers and other external agencies;
- ensuring all LAC have a personal education plan (PEP) completed by the LAC team.

Children in the Looked After system are vulnerable children and, while they may have no special needs in relation to learning or behaviour, they are in need of support initially when joining the school where their academic and personal progress is carefully monitored to enable them to make the best progress possible.

What is a disability?

Martley CE Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has 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 includes sensory impairments such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEN definition.

Our Special Educational Needs and Disabilities policy objectives:

At Martley CE Primary we know precisely where children and young people with SEND are in their learning and development.

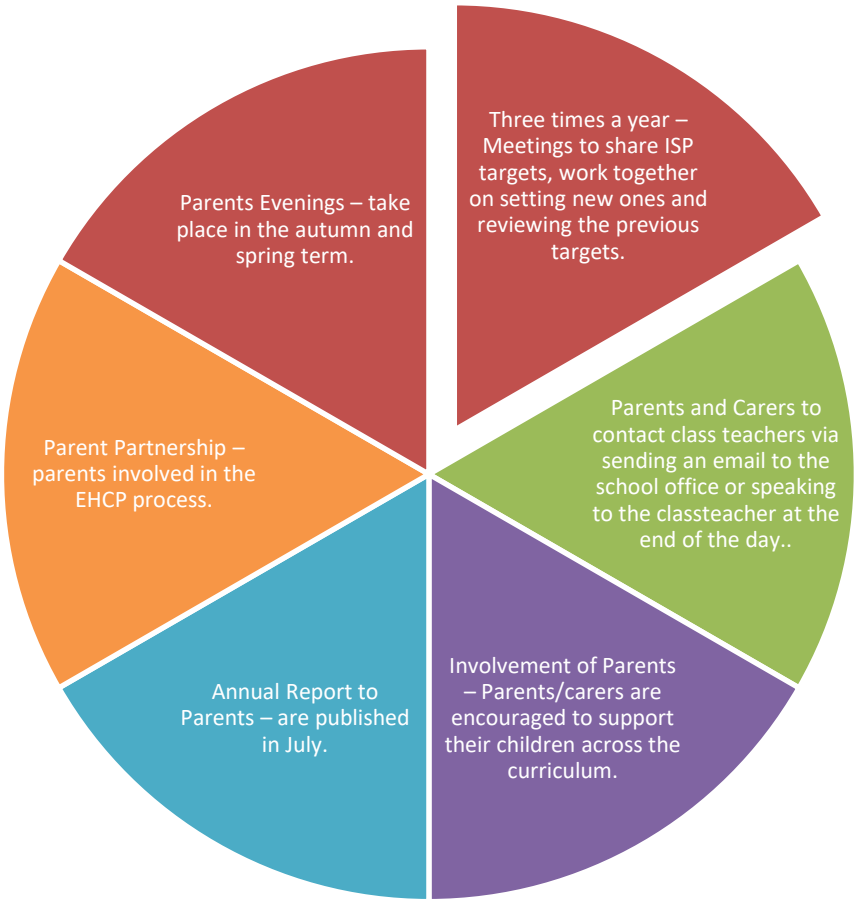
We ensure that:

- Every child has access to a broad and balanced curriculum, including the National Curriculum;
- Decisions are informed by the insights of parents and those of children and young people themselves; high ambitions and stretching targets are set for all pupils;
- Pupil progress is monitored towards these goals;
- Additional or different provision is regularly reviewed;
- Positive outcomes in the wider areas of personal and social development are promoted;
- The approaches used are based on the best possible evidence and are having the required impact on progress;
- Links are maintained with other schools and external agencies;
- The SEND policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parents are aware of the school's SEND and Inclusion policies.

Partnership with parents

Here at Martley CE Primary School we recognize the importance of effective dialogue between teachers and Parents/Carers. Parents/Carers are consulted and kept informed of their child's progress at every stage. The views of Parents and Carers will be sought at all stages of assessment and provision because we recognise the value of Parents/Carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/Carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.

The SENDCO, Mrs Smith, or class teacher will contact parents to discuss referrals to outside agencies, such as the Learning Support Team, Speech and Language Therapy, the Behaviour Support Team, Educational Psychology etc. Parental permission is always sought before any referral is made. Parents will be invited each term to meet with the class teacher to discuss and review their child's ISPs and progress.



Partnership with pupils

Pupil Involvement and Pupil Voice Children are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Children's views are gathered as part of the review process.

SEND Co-ordinator roles, responsibilities and procedures

Martley CE Primary School will ensure that the Special Educational Needs and Disability Co-ordinator (SENDCo) is a qualified teacher in school and that a desginated member of staff must achieve the National Award in Special Educational Needs Coordination within three years of appointment.

In our school the Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Smith and her role includes:



- managing the day-to-day operation of the policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEND;

- advising staff on a graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring records of all children with SEND up to date.

The role of Martley's Head of School

Our Head of School, Mrs Gunston, is:

- to be responsible for the day to day management of all aspects of the school life including provision for children with SEN;
- to liaise with the SENDCo;
- to keep the Governing Body informed on the working of the policy;
- to ensure that all members of staff receive appropriate training.

The role of Martley's Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Additional roles of the teacher include:

- to be fully aware of the contents of this policy;
- to be responsible for raising concerns about individual children with the SENDCO;
- to be responsible for writing and implementing ISPs for children with SEND in their class;
- to work closely with children with SEND, providing increased differentiation, monitoring and reviewing of the child's progress;
- to ensure the appropriate provision and interventions are in place and that they are regularly recorded and reviewed to measure impact;

- to consult with the child's parents/guardians as appropriate; this includes meeting termly to review ISP targets and set new targets.
- to liaise with the SENDCO and external agencies as appropriate; actioning recommended provision.
- to attend relevant SEND training.
- to keep SEND records up to date and ensuring copies of any correspondence is kept within the child's red folder for reference.
- to maintain a SEND friendly classroom and working space inclusive to all learners;

The role of Martley's Teaching Assistant

- to give additional support to individual pupils and/or groups of pupils with SEND;
- to assist in the delivery and assessment of agreed targets for pupils with SEND;
- to assist with the physical needs of pupils with a physical disability;
- to liaise with class teachers, external agencies and the SENDCo;
- to attend review meetings or contribute in writing when requested by SENDCo or class teacher to assist in communicating with progress demonstrated;

The role of Martley's Governing Body

Mrs Montgomery is the SEND Governor. Her role is:

- to fulfil her statutory duties towards pupils with SEND as prescribed in the Code of Practice;
- to monitor the appropriate staffing and funding arrangements;
- in conjunction with the Curriculum and Standards Committee, to determine the school's general policy and approach to SEND provision in line with school management;
- to monitor the overall work of the school in regard to SEND as a governor;
- to review and evaluate the SEND policy;
- to ensure that the necessary provision is made for any pupil who has SEND.

Links with other schools and transition

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception class. Links are also maintained with local schools and secondary schools, particularly with the SENDCO for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are given to primary schools or link secondary schools about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

Complaints

Parents and carers of children with SEND follow the same procedures as parents and guardians of other children in the school. However, if they have a complaint about the provision for their child with SEND they are encouraged to speak to the class teacher or SENDCO in the first instance. Our complaints procedure follows the Worcestershire LA guidelines.

Evaluation of Policy

The Governor with responsibility for Special Educational Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENDCO will ensure that the policy is monitored and regularly updated.

Date Policy Reviewed: October 2026

Date Approved by Staff: October 2026

Date Approved by Governing Body: October 2026

Next Review Date – October 2027

Signed by Governor: Governors Hub

Signed by Staff: Please see hard copy.