

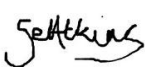


Marchwood Church of England Infant School

Special Educational Needs and Disability (SEND) Policy and Information Report

Headteacher: Sally Atkins

Date approved: November 2025

Signed: 

Review due: November 2026

Glossary of terms used

SEND: Special Educational Needs and Disabilities
SENDCo: Special Educational Needs and Disabilities Coordinator
ELSA: Emotional Literacy Support Assistant
HLTA: High Level Teaching Assistant

TA: Teaching Assistant
EHCP: Educational Health and Care Plan
PLP: Personalised Learning Plan
IBSP: Individual Behaviour Management Plan
LSA: Learning Support Assistant
SNA: Special Needs Assistant

1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The school will endeavour to:

- Create a learning environment which supports, develops and challenges pupils to achieve their potential.
- Ensure early, accurate identification of pupils who have additional needs.
- Follow the graduated response of: assess, plan, do, review.
- Enable access to all parts of school life so that every individual can make a full contribution.
- Develop each individual's self-esteem.
- Involve pupils in planning to address their special educational need.
- Operate a holistic approach to the management and provision for pupils with special educational needs, working in partnership with all stakeholders to support the pupil's learning and health needs.
- Provide all pupils with access to a broad, balanced and relevant curriculum which is adapted and differentiated to meet individual needs and in which they can achieve their best.
- Provide a trained SENDCo to develop quality training for staff so that they are aware of appropriate teaching strategies to support pupils with SEND and oversee the SEND provision and policy.
- Ensure the safeguarding of all pupils and enable them to learn and grow independently in a safe environment.

- Work within the guidance provided in the SEND Code of Practice (2014).

2. Legislation and Compliance

This policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (January 2015), and has been written with reference to the following documents and legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools dfe (may 2014)
- Schools SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers' Standards DfE (2012)
- Safeguarding policy
- Accessibility Plans

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

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

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.

The SEN Code of Practice (2014) definition of Special Educational Needs is as follows:

'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 at the same age' (6.15).

The SEN Code of Practice (2014) describes the four broad areas of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical need

The purpose of identification is to work out what action the school needs to take, rather than ascribe a label. Within the school we aim to identify the needs of the pupil by considering the needs of the whole child not just their special educational needs.

The school also acknowledges that there are other factors which can affect progress which are not necessarily considered to be SEND. These factors can include the following:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a Looked After or Post Looked After Child
- Being a child of a serviceman/woman

4.Roles and responsibilities

The Head Teacher, Mrs Sally Atkins, has overall responsibility for Special Educational Needs and Disability within the School. The Special Educational Needs and Disability Coordinator (SENDCo), Mrs Claire Wright, is responsible for the management of provision and or support for pupils identified with SEND as outlined in the SEN Code of Practice. The SENDCo will also support teachers and learning support assistants to enable them to provide appropriate provision.

All teachers are teachers of pupils with SEND and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

There is a designated Governor, Mrs Kate Conti, with oversight of the arrangements for pupils with SEND. The designated Governor and the SEND coordinator meet annually to review SEND provision, progress of pupils within the SEND programme and the SEND action plan. The designated Governor reports directly to the Teaching and Learning Committee. All SEND visit reports are circulated to the FGB members for information and, annually a formal report on the school's provision is presented to the Full Governing Body.

5. SEND Information Report

What kinds of special educational needs can our school make provision for?

Marchwood Church of England Infant School is a two-form entry mainstream infant school, catering for children from 4-7 years. We recognise that all children are individuals who have different learning needs which we strive to address through our teaching and learning environment. We work hard to ensure all children are given the right balance of support and challenge and take equal opportunities to teacher time very seriously. The Special Educational Needs Co-ordinator (SENCo) coordinates SEND provision, liaising with parents, school staff and a range of outside agencies including specialist advisors from the local authority and health service.

How does our school identify and assess SEND?

At Marchwood Church of England Infant School, when identifying children with SEND, we work closely with the guidance set out in the SEND Code of Practice and that provided by the Local Authority in respect of what is considered special educational needs. Children are identified as having SEN in a variety of ways, including the following:

- Liaison with feeder pre-schools and any previous schools attended to identify and discuss any special educational needs a child may have, prior to them joining our school. We use this information to ensure that we have appropriate support in place when children start with us.
- Concerns raised by teachers.
- Concerns raised by parents/carers.
- Liaison with outside agencies such as Educational Psychology or Speech and Language Therapy.
- Liaison with health professionals such as Paediatricians.
- We track the progress and attainment of all children at five key milestones throughout the year. Where teacher assessments or tests show the child is making significantly slower progress than that of their peers starting 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 or widens the attainment gap, steps and interventions are put in place to support areas of need. This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those who are not making steady or significant progress.

The school will refer to the SEND criteria checklists provided by the DfE (SEN Support: Guidance for early year's providers, mainstream schools and colleges September 2014) in order to accurately identify the SEND.

If parents have any concerns regarding the progress of their child, or believe they may have an area of special educational need, we would urge you to talk to the class teacher, SENCo or Head teacher where further action can be agreed.

How does our school provide support for children with SEN?

We firmly believe that effective SEND provision is secured when children, parents and staff work together to support a child's individual need(s). High quality, inclusive teaching is the primary means to meeting the needs of all children. Every teacher is a teacher of SEND. We review our environment and planning carefully

to aim to meet the needs of all children. We use training and materials such as those available from the Communication Trust and Autism Education Trust in order to improve teachers' understanding and knowledge of the SEND we most frequently encounter. We utilise research evidence to inform our provision and support. This includes the Education Endowment Foundation (EEF) Toolkits and research on the effectiveness of different approaches and interventions.

We make use of specialist strategies such as visual timetables, Makaton, daily schedules and picture communication/symbol cards to further support our communication.

We provide a carefully planned stimulating and exciting book led curriculum and aim to teach in a multi-sensory way that engages all pupils. Learning is adapted and differentiated for all children and teachers work hard to ensure work is adapted to meet needs, providing appropriate support but also challenge.

We ensure that high quality first quality teaching is our priority. This includes appropriate differentiation, provided by the class teacher, recognising children's different learning styles, the type of task, complexity and/ or resourcing.

Work is pitched at an appropriate and differentiated level so that all children are able to access learning. Typically this might mean that in a lesson there would be three or more different levels of work set for the class. In some situations learning may need to be individually differentiated for specific children. This is the responsibility of the class teacher.

Support staff are used across our school to provide targeted support in lessons and for additional interventions for individuals and small groups. All support staff work under the guidance and support of the class teacher and SENDco. Your child may also receive support from outside agencies when necessary, such as Speech and Language Therapists, physiotherapists, specialist teachers, outreach services or educational psychologists.

Our arrangements for assessing and reviewing the progress of pupils with special educational needs

We formally track data and review the attainment and progress of all children at 5 key milestones throughout the year using a combination of teacher assessment data, observations and standardised assessments where required (e.g. for reading and maths). This data informs our pupil progress meetings that are held with class teachers, the SENCo and the data and assessment leader. Pupils with attainment or progress concerns are identified and their needs are reviewed in detail. This will involve using a range of data in order to establish a baseline. Analysing this information will help to establish the pupil's strengths and identify possible reasons for underachievement and specific strategies are put in place, including interventions that are designed to close the gap. Where pupils continue to attain below expected levels or make inadequate progress given their age and starting point, despite high quality inclusive teaching they will then be given extra support. Further support from outside agencies will also be considered if, as a school, we feel this would enable us to make better provision for your child.

We offer an "open door" policy where you are welcome to make an appointment to discuss your child's progress at any time throughout the year. We can offer advice and practical ways that you can help your child at home. This is additional to the termly opportunities to attend parents' evenings or drop ins

Should your child require extra support above and beyond quality first teaching, their class teacher will create a Personalised Learning Plan (PLP), which will include any relevant information on your child, their strengths, areas of need, barriers to learning, targets and how these will be supported.

If your child has a significant and complex Special Educational Need or Disability, they may have an EHCP (Educational Health Care Plan). An EHCP is required when a child's needs cannot be met by the usual SEN support that is available to them in their school or setting. This will mean regular meetings with you the parents/carers to discuss your child with the school and the relevant outside agencies.

When appropriate a home/school link book may be used if more regular communication is needed for your child.

Additional support for learning that is available to pupils with special educational needs

Parents will be informed if their child is identified as having SEND and invited in to discuss details of the support and interventions in place and strategies they can use to support their child at home. Children identified as needing SEND support will be set individual long-term outcomes, these and the provisions to support these will be documented on a Personalised Learning Plan, which will be shared and reviewed with parents. Some outcomes will be supported within lessons by the class teacher or a learning support assistant (LSA) or through adapted resources and interventions; others may be supported outside of a lesson through personalised provision such as a time-limited intervention programme designed to meet their needs. We make use of the EEF materials and other research to review the effectiveness of different interventions; this supports us in selecting the most appropriate and efficient. Children identified as needing SEND support will also have a SEND passport, which is created in collaboration with the child and explains strengths, challenges and adaptations that are needed.

We take our responsibilities to provide equal opportunity of teacher time to SEN pupils very seriously and for that reason, in our school, the use of additional adults such as LSAs is not the main vehicle of support for these pupils. Instead, we make use of high-quality inclusive teaching which includes skilful, differentiated adaptations to provision and the environment to support pupils' needs. We also utilise research evidence on the effective use of additional adults to ensure we are always seeking the most effective ways to maximise their impact and secure effective interaction.

Class teachers are responsible for organising and timetabling the delivery of additional support and provision, in consultation with the SENCo. The class teacher will ensure that class work continues to be adapted to meet the child's needs and that their targets supported by interventions are reinforced in class work. Children who receive support through a PLP, IBSP or EHCP are recorded on the schools SEND register, which is submitted to county with our Census data. Children will remain on the SEND register until they no longer need the additional support. Parents will be informed when a child is taken off the SEND register. Children who are showing signs of slower progress or have been raised as a concern through parents are placed on the watch list and highlighted for further investigation into the barriers they maybe experiencing.

Adaptations to the curriculum and learning environment

Where possible we adapt the environment to make all areas accessible for all. Please see the accessibility plan for more information.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing to match need
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

How accessible is the school?

The school is single storey but has different levels externally. Wheelchair access has limitations externally but access to classrooms, hall and toilets is possible. There is currently one accessible toilet for children or adults. There is one on-site parking space. Reasonable adjustments have been made to improve accessibility and this will be reviewed with parents and outside agencies for specific individuals. We have considered and audited our environment to support communication needs and made the following provisions:

Clear systems and routines support transition times, including visual timetables and schedules. These help children to know what to do next and minimise noise levels. We acknowledge our hall has a high ceiling and wooden floor and our parts of our corridors have hollow flooring which contributes to noise. We aim to keep

Special Educational Needs Policy and Information Report 2025-26

sound disturbance to a minimum but have small classroom spaces with high ceilings and make use of equipment such as interactive whiteboards which causes echo. Classrooms are partially carpeted to minimise this.

Our classrooms are ordered, tidy and well labelled to support pupils to access learning environments. We use workstations as required to support children who need greater focus in order to work.

We make use of PECs and Makaton as required to support communication, alongside picture communication/symbol cards, pictures and props as required.

We do our best to provide quiet spaces but recognise that we have limited space within classrooms. There are darker spaces within the school although these are lit with artificial lighting. Effects of light coming into the classroom/building have only been minimised in certain areas. We recognise that our corridors are small have limited space which does not facilitate easy movement between spaces and can mean that these areas become very busy. Our main corridor is straight and long. This may encourage running rather than calmer movement so we manage this through a range of behaviour strategies.

Our school is decorated in solid cream, white and blue tones.

Our Year R base is a large open space with lots of opportunity for free flow movement and independence. The room can be quite loud and busy, we have tried to manage this by having a neutral and calm clean space using natural materials and less heavily decorated areas. We also section areas of the space and use behaviour strategies to keep noise to an acceptable level. Please see the school accessibility plan for further information.

Supporting children at school with medical conditions

The school recognises the need to include children with medical conditions ensuring they have access to a broad and balanced curriculum. Some children with medical conditions may be disabled and adaptations may be needed to support access arrangements and the school will comply with its duties under the Equality Act (2010).

For further details please refer to the school 'Supporting Pupils at School with Medical Conditions and Administration of Medicines Policy'.

How we evaluate the effectiveness of our provision for SEN pupils

The impact of agreed interventions are measured/reviewed at each milestone to ensure that the most effective strategies are employed to 'close the gap' for children with SEND. Class teachers discuss the progress of individual children with the SENCo at each milestone and standardised assessments are also used to support our teacher assessments. Children's progress towards the outcomes on their PLPs are reviewed and new provisions are set. We use pupil conferencing, monitoring by the SENCo and annual reviews for pupils with EHC plans to monitor effectiveness.

How we include children in activities outside the classroom including school trips

We greatly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND, making adaptations where required. Where necessary we will meet with parents to discuss concerns and additional support that may be required. We aim to ensure all children have the chance to be part of after school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How we support children's overall well-being

We are an inclusive school; we welcome and celebrate diversity. Children need to be emotionally and socially secure in order to learn effectively and all staff believe that a child's self-esteem is crucial to a child's wellbeing. Our school values and intentions are designed to develop resilience and independence and help children develop a growth mindset. We have a trained Emotional Literacy Support Assistant (ELSA) who is able to offer additional support. Where necessary, specific plans may be put in place to support a child's wellbeing in consultation with parents/carers. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as health, Social Services, the Behaviour Support Team and/or the Mental Health in Schools team. We have a zero tolerance approach to bullying.

How we support behaviour and attendance

As a school we have a positive approach to behaviour with clear systems for rewards and consequences that are followed by all staff and pupils.

If a child has behavioural needs, an individual behaviour management plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Exclusions are extremely rare as early intervention usually helps a child to address their issues.

All incidences of behaviour are tracked against our behaviour policy, allowing us to monitor and review this. Specific incidences are recorded in detail to analyse patterns and possible triggers in more detail.

We adopt a restorative approach to behaviour. This helps all parties identify why the incident happened and what needs to happen differently next time.

As an inclusive school we promote empathy and tolerance. Some behaviours are features of particular individual needs and medical diagnoses and we work with a child's peers to develop a greater understanding of difference. Similarly, we encourage all parents to share our inclusive principles.

The attendance of every child is monitored on a daily basis by administrative staff. Lateness and absence are recorded and reported to the Headteacher who monitors attendance fortnightly and reports on this termly to Governors. Good attendance is actively encouraged and each individual and year group's attendance is closely monitored. We aim to intervene and offer support early if difficulties are identified.

How are parents of pupils with SEN consulted and involved?

The class teacher will meet parents on at least a termly basis, although the frequency of meetings is determined by the level of a child's needs. Meetings could form part of a Parent Consultation meeting (held in the Autumn and Summer term), be via a telephone discussion or a separate meeting at a mutually convenient time. In the summer term, parents will be provided with an end of year written report, detailing progress. We do operate an 'open door' policy and would encourage parents to discuss any concerns they may have with the class teacher or SENCO as and when needed.

For children with complex needs, the school can request statutory assessment which, if successful, leads to an EHCP (Education and Health Care Plan). As part of this process more formal meetings involving external agencies will take place to discuss your child's progress and identify possible barriers to learning. A written report will be submitted to county annually. Children with an EHCP may have an identified adult or adults to support them in achieving specific targets.

How are children consulted and involved?

At Marchwood Church of England Infant School, we believe it is extremely important for each child is able to express their views on all aspects of school life. All children are involved in setting and reviewing targets for Special Educational Needs Policy and Information Report 2025-26

learning and children with SEND passports are encouraged to discuss and identify their own strengths and next steps.

If your child has a Transition Partnership Agreement (TPA) or an EHCP their views will be sought before any review meetings and, if appropriate, your child will be invited to attend part of the meeting.

What training has the staff supporting children with SEN had, or currently having?

Our SENCo has achieved the National Accreditation for Special Educational Needs Co-ordination. They keep up to date with changes in SEN legislation and practices through Hampshire County Council courses including the annual conference as well as attendance at local cluster network groups and school membership of NASEN (National Association of Special Education Needs).

The SENCo oversees the provision within the school and an effective team of learning support assistants; training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within the school reflect the needs of the staff and children we work with. All of our Learning Support Assistants (LSAs) have had training in delivering reading and spelling, phonics and maths programmes. We have a trained Emotional Literacy Support Assistant (ELSA) who regularly attends update training and support from the Educational Psychologist.

When teaching staff and learning support staff (LSAs) take up posts within school they have an induction programme. This includes explanations of the systems and structures in place in the school's SEND provision and practice as well as the needs of any individual pupils. A copy of the SEND Policy is also signposted for them.

How are the school's resources allocated and matched to children's SEND needs?

Individual schools receive funds based on Hampshire County Council's funding formula for mainstream schools. This provides a sum of money which is part of each school's budget and can be used to address the needs of pupils in any SEND category as identified and prioritised by the school.

We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available. Our LSAs are funded from the central school budget to deliver programmes to individual children and small groups. Children who have the most complex needs are given the most support, which may often involve a Special Needs Assistant (SNA) to provide flexible support as required in order to facilitate the child being as independent as possible.

Who can I contact for further information about services for my child? What should I do if I have a concern?

If you are unsure about any of the support or provision being made for your child, please do not hesitate to contact the school office to make an appointment with the class teacher in the first instance.

If your concerns have not been resolved, you can also arrange to meet Mrs Claire Wright (SENCo) or Mrs Lucy Chambers (Head Teacher).

You could also contact Mrs Kate Conti, our SEND Governor or Mr Roger Lee, Chair of Governors.

If you feel your concern is not resolved through this process, please refer to our complaints procedure which can be found on our school website.

Every Local Authority is required to publish information about their 'Local Offer'; services that are available in their area for children and young people with SEND and also services outside of the area which children and young people from their area will use. The link to Hampshire's Local Offer can be found at the end of this report. Marchwood Church of England Infant School contributes to the Hampshire Local Offer.

Information from the Hampshire SEN team can be found at <http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm>

Parent Partnership provides valuable information, advice and support to parents and carers. Contact Support4SEND (formerly known as the Parent Partnership Service) <http://www3.hants.gov.uk/support4send>

If your child has been identified as having a special educational need you may find it helpful to contact an independent parental supporter. They are independent from schools and the local authority. You can contact the Independent Parental Special Education Advice (www.ipsea.org.uk).

What specialist services and expertise are available at or accessed by the school?

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. We work closely with any external agencies that we feel are relevant to individual children's needs within our school and will seek support from outside agencies for staff and families if it is needed. These agencies include;

- Educational psychologist
- Therapists including Speech and Language Therapists, Occupational Therapists and Physiotherapists
- Primary behaviour service
- Health services including school nurse, Child and Adolescent Mental Health Services (CAMHS) and Mental Health in Schools Team (MHST)
- Social care
- Outreach services
- Specialist Teacher Advisors for hearing, visual or physical impairments
- Counselling service
- The Ethnic Minority and Traveller Advisory Service (EMTAS)
- Parent Partnership Service

How will the school prepare and support my child to join the school or transfer to a new setting?

The transfer to a new setting can be an anxious time for both child and parent, and we encourage visits to the school before applying. Careful planning is made for all children, but for children with SEND, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any existing support from external agencies. Parents will be involved in discussions. During this time, the needs of the child and any particular concerns are shared. Staff at the new setting will then meet with the child. Specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

A Transition Partnership Agreement (TPA), which details clear targets and action points, may be put in place to support transition if it is felt necessary. We also use social stories and photo books to support children who may benefit from this.

We liaise closely with staff, including the SENCo, when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has an EHCP (Education and Health Care Plan) then the review meeting will be used to plan transition and staff from both schools will be invited to attend.

What is the purpose of this report?

This information report has been written as required by Section 65 (3)(a) of the SEN (info) Regulations and links to the local authority local offer, which is available to view at <http://www3.hants.gov.uk/childrens-Special Educational Needs Policy and Information Report 2025-26>

[services/childcare/parents/parents-sen/send-localoffer.htm](https://www.marchwood-inf.hants.sch.uk/services/childcare/parents/parents-sen/send-localoffer.htm)

Consultation with parents and children has taken place at county and school level. It has been approved by the governing body of our school, and responsibility for updating it has been delegated to the SEND Governor.

Reviewing this Policy

The SEND Policy for the school will be reviewed annually, initially by the school staff and SEND Governors in terms of legislative compliance and school practice. The Policy will then be presented to the FGB for ratification.

6. Storing and managing information

The school is committed to compliance with and the upholding of the 'Data Protection Act' 2016 and its 12 key principles.

For further details refer to the school policies on Access to Children's Records and Confidentiality.

How can I contact the SEND Coordinator?

The SENCo is Mrs Claire Wright. She can be contacted via the school office or via email at:

c.wright4@marchwood-inf.hants.sch.uk

7. Links with other policies and documents

This policy links to the following documents

Accessibility plan

Behaviour policy

Equality information and objectives

Supporting Pupils at School with Medical Conditions and Administration of Medicines Policy