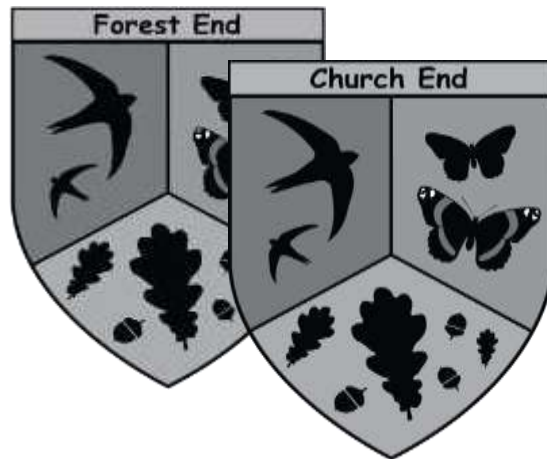


# Marston Moreteyne

## VC School



1847

## SEND POLICY

January 2026



# Special Education Needs and Disability (SEND) Policy

May 2015 - Updated October 2020, September 2022, January 2025 & January 2026

## Rationale and Aims

- We believe that all children are entitled to a broad and balanced curriculum to enable them to reach their full potential and to promote independent learning
- We believe that all teachers at Marston Moreteyne VC School (MMVC) have a responsibility to do their best for the educational needs of all children they teach, including children with Special Educational Needs and Disabilities (SEND)
- We seek to foster an inclusive approach to work with children with SEND, to raise their aspirations and to enable the best possible outcomes
- We seek to enable parents, carers and external agencies to work together with Marston Moreteyne VC School to ensure that the needs of children with SEND are fully met

## Policy

This policy has been written with regard to the Special Educational Needs and Disabilities code of Practice: 0-25 years (September 2014) and the Equalities Act (2010). This policy is implemented by the staff of MMVC School and the SENDCo oversees the implementation of this policy and management and strategic development of MMVC School's provision for SEND. It is published on the school website.

## Procedure

### **Definitions:**

The 2014 Code of Practice states that a child or young person has SEND if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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".

## **Identifying SEND:**

A pupil's needs are identified through baseline and ongoing assessments by the teachers and brought to the attention of the SENDCo if progress is less than expected, in spite of high quality, adapted classroom teaching targeted at the pupil's area of difficulty. The SENDCo will then work with staff to investigate this further and may engage the help of external agencies, such as the Early Years SEND Support Team, Special School Outreach Services, Social Emotional and Mental Health advisory teachers, Educational Psychologist Service or a Speech and Language Therapist, in order to identify the area of need.

## **Special Educational Provision:**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Accessing Ordinarily Available Provision (OAP) alongside quality first teaching is the first step in responding to pupils who have or may have SEND.

MMVC School follows the Central Bedfordshire Graduated Approach to supporting children with SEND. Further details about the Graduated Approach can be found on the Central Bedfordshire Council website:- <http://www.centralbedfordshire.gov.uk/localoffer>

Most children can have their needs met through OAP. This is provision and support that is accessible for all children, whether there is a SEND or not. The SENDCo holds a monitoring list for children who may need closer observation due to the high level of OAP they are accessing. This is updated termly.

Examples of ordinarily available provision could be:

- a time out card
- a careful seating position in class
- noise cancelling ear defenders
- access to a safe space

If a child's needs cannot be met through OAP or there is advice in place from external agencies, then they may be placed on to the school's SEND register and the process of Assess, Plan, Do, Review (APDR) would begin. This is where schools consider their needs, implement a package of support, and review its impact.

If a child or young person requires APDR then they would be considered at SEND Support. Throughout this process, parents and families will be informed of what support is in place for their child.

When a child or young person continues to make less than expected progress, in spite of special education provision and the involvement of outside agencies, the SENDCo will follow the statutory guidance on requesting an assessment for an Education, Health and Care plan (EHCP).

### **Arrangements for co-ordinating provision:**

The SENDCo **Miss Emma Iaciofano** is the person responsible for co-ordinating the day-to-day provision for pupils with SEND. She is supported in the role by the Assistant SENDCo **Miss Rachel Collins (Years 1 - 4)** and **Theresa Parsons (Early Years SEND - Chimneytots and Acorns)**. They can be reached at the school on 01234 768271 or by email at [office@marstonmoreteyneschool.org](mailto:office@marstonmoreteyneschool.org)

The Governor responsible for SEND is **Mrs Chris Sweetnam**.

### **The SEND Co-ordinators are responsible for:**

- Co-ordinating the identification of pupils with SEND and establishment of suitable provision
- Liaison at the point of transfer between schools
- Applying a graduated approach to the assessment of pupils with SEND
- Provision mapping of intervention for SEND pupils and pupils at risk of under-achievement
- Advising colleagues of strategies/materials/resources to facilitate learning for pupils needing learning support
- Purchase and organisation of appropriate resource materials
- Adopting a parent partnership via close liaison with parents/carers
- Liaison with professional agencies
- Supervision of TA support
- Maintaining the SEND list with termly updates
- Reporting to governors

## **Admissions**

The school's admissions policy applies. Pupils with SEND, but without EHC plans are treated as all other applicants for admission.

## **Transition**

MMVC School works closely to ensure smooth transition at transfer points, to make sure that there is clear communication about SEND.

## **Complaints**

Depending on their nature, these are dealt with in the first instance by the class teacher, then the SENDCo. If the matter is not resolved, then it is referred to the Headteachers and, if necessary, the Governing Body. Parents are encouraged to contact Central Bedfordshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for support and advice.

For complaints involving the individual child rather than a wider 'whole school' issue, the arrangements are covered by section 29 of the Education Act 2002, which requires that all governing bodies of maintained schools set in place a procedure to deal with complaints.

<https://www.gov.uk/government/publications/school-complaints-procedures>

## **Parental Involvement**

As stated in the Code of Practice, parents should be fully involved in the decision-making process, understand the purpose of any intervention or programme of action and be informed of SENDIASS details when individual needs are identified.

- Parents are encouraged to contact the school with their concerns at all times
- Liaison with parents about provision is established via the pupil's SEND Support Plan
- Meetings are arranged for parents as required, but at least termly to inform them of their child's support and progress
- Records are kept of details of all parental contact

## **Criteria for Success**

**The effective implementation of the policy is demonstrated by:**

- Creating a school environment in which individual differences are recognised and valued
- Early identification and assessment of pupils with SEND
- Positive parental involvement
- Communication between SENDCo and teaching and support staff, which leads to positive outcomes for SEND pupils
- Accurate record keeping for all pupils with SEND
- Appropriate movement between stages on the SEND list
- Progress commensurate with abilities
- Well defined and realistic SEND Support Plans
- Termly Report to Governing Body

**Approved by Governing Body: May 2015**

Date to be reviewed: Jan 2027

