



'Where each child can be inspired and be inspiring'

SEND Policy

May 2026

Approved by the Governing Body on: May 2026

Next review: Summer 2027

SENDCo: Mr Sam Jeffrey

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This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137, The Equality Act 2010

This report should also be read in conjunction with the following policies/documents: SEN Information Report, Behaviour Policy, Assessment Policy, Equal Opportunities Policy, Homework Policy, Child Protection Policy, and Medical Conditions Policy and School Accessibility Plan.

Aims

At Marshgate Primary School, we believe that all our pupils are entitled to an education where they can make progress and achieve their full potential, irrespective of special educational needs and or disability.

We aim to provide a high quality broad and balanced curriculum that promotes self-respect and respect for others, so that our pupils become confident individuals and happy learners who live fulfilling lives and are able to make a successful transition into adulthood.

Our teachers have the highest possible expectations for all pupils in their class and we believe that excellent SEND teaching is excellent teaching for all.

The aim of this SEND Policy is to set out Marshgate's arrangements for pupils with SEND and outline how we ensure pupils with SEND achieve the best possible outcomes. This policy refers to, and should be read in conjunction with, the **SEND Information Report** and the **Accessibility Plan**.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and/or Disability \(SEND\) Code of Practice](#) and the following 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, SEND co-ordinators (SENDCos) and the SEND Information Report

Definition of SEND

What does Special Educational Needs and/or Disabilities mean?

A school age child or a young person has a Special Educational Needs and/or Disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEN Code of Practice, 2015)

Quality first teaching that is differentiated and personalised will meet the needs of the majority of children and young people; however, some children need educational provision that is ***additional to*** or ***different from*** this basic entitlement. Those who require provision that is personalised to a high degree and required to be delivered for the longer term can be described as having a special educational need (SEN). Quality first teaching underpins special educational provision and teachers are responsible for the progress of every child, including those with SEND.

Areas of Need

The four primary areas of SEND as described in the SEN Code of Practice are:

Cognition and Learning

- Global or general learning difficulties
- Specific learning difficulties (including, but not limited to dyscalculia and dyslexia)
- Attention difficulties
- Working memory difficulties

Communication and Interaction

- Speech, language and communication needs
- Social communication difficulties (including autism and communication and interaction difficulties associated with other neurodevelopmental conditions)

Social, emotional and mental health

- Attachment difficulties or disorders
- Conduct difficulties
- Anxiety
- Difficulties with resilience
- Emotional dysregulation including impulsivity

Sensory and/or Physical

- Hearing impairments
- Visual impairments
- Physical disabilities
- Sensory seeking
- Sensory avoidant

At Marshgate Primary School we currently support children who present with special educational needs in these areas. For some, their needs are predominantly in one area, but for others their needs present in more than one or across all four. Staff are experienced in supporting children with a wide range of SEND. When a child is presenting with needs we have less experience with, we work closely with parents/carers and outside agencies so that training and advice can be accessed and implemented.

Roles and responsibilities

The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is **Mr Sam Jeffrey**. Mr Jeffrey can be contacted on 0208 3326219 (Extension 3) or by emailing sendco@marshgate.richmond.sch.uk They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEN Governor

Our school governor for SEND is **Rebecca Mathews**. She can be contacted via Ros Satar (Clerk to Governors) by emailing rsatar@marshgate.richmond.sch.uk

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Head teacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring Quality First Teaching is available to all children
- Working closely with Learning Support Practitioners or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil with SEND's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum and suitable for deployment of support staff.
- Supporting children to make progress by providing appropriate intervention within the classroom e.g. Occupational Therapy or Speech and Language programme and behaviour strategies.
- Familiarising themselves with children's records and information regarding their special educational needs and disabilities.
- Keeping the SENDCo informed of any changes to need or circumstances.
- Using advice and strategies suggested by outside agencies.
- Informing the SENDCo of their concerns, or concerns expressed by parents/carers.
- Writing a teacher report for Annual Reviews
- Working with the SENDCo to prepare for Annual Reviews
- Ensuring a comprehensive handover of information about pupils with SEND is delivered to the next teacher.

Learning Support Practitioners (LSPs)

- Learning Support Practitioners (LSPs) support the learning of pupils in the classroom alongside the class teacher.
- Each year group has a team of LSPs who support children in class, in small groups or 1:1. They work across the year groups and are not 'assigned' to a particular class.
- Under the direction and planning of the class teachers, LSPs lead catch-up and intervention groups. LSPs supervise playtimes and lunchtimes so that consistency and high quality provision is maintained throughout the school day.
- If detailed in their EHCP, some pupils may receive support from one LSP only if it is part of their provision.

SEND Identification

The SEN Code of Practice (2015) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- matches or improves on the pupil's previous rate of progress
- that which allows the attainment gap to close between the pupil and children of the same age

Class teachers, supported by the SENDCo and Senior Leadership Team, make regular assessments and monitor the progress of all pupils to ensure the highest standards of learning and teaching. Parental concerns are also listened to when raised. Pupil Progress Meetings are held termly and are attended by class teachers, the SENDCo, the Senior Leadership Team and English and Maths Curriculum Coordinators. Senior Leaders also carry out a termly book scrutiny, learning walks and lesson observations.

Across the school year, we use a range of assessments which seek to monitor and measure progress and identify pupils making less than expected progress given their age and individual circumstances. Informal assessments (observations of pupils; marking of work; questioning) are ongoing throughout the year and pupils are formally assessed in reading, writing and Maths at the end of each term. Teachers update the progress of children using our Target Tracker software.

In addition, the following formal assessments are also carried out:

- Reception Baseline assessments (Autumn Term)
- Year 1 Phonics Screening (Summer Term)
- Year 4 Multiplication Tables Check (Summer Term)
- Statutory Assessment Tests (SATs) Year 6 (Summer Term)

Assessment of progress in other areas other than attainment is also carried out, for example the development of social skills and emotional wellbeing. This is done informally through pupil discussions, pupil questionnaires and pupil observations.

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a child being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Multi Lingual Learners

At Marshgate, we are fortunate to have many international pupils for whom English is not their first language. Identifying and assessing SEND for children who are a Multi lingual Learner requires particular care. All aspects of a child's performance in different areas of learning and development are assessed to establish whether a lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties arising only from a child being a Multi Lingual Learner are not classed as a special educational need. Support from the MLL coordinator, Mrs Cameron, should be sought where necessary.

SEND Support

The Department for Education (DfE), details three 'waves' of support for children identified by the school as requiring additional support. Marshgate supports children in the three waves as follows:

Wave 1 - Quality First Teaching

Excellence, continually raising standards and achievement of full potential for every child are our overriding priorities at Marshgate, so we ensure that our pupils are provided with Quality First Teaching (QFT). Quality First Teaching means high quality inclusive teaching of all children together with continuous whole school processes for assessing, planning, implementing, monitoring and reviewing progress both academically and socially and emotionally.

Quality First Teaching at Marshgate helps each child grow their love of learning and develop their inquisitive minds. High quality, differentiated lessons are planned and delivered with the needs of all pupils in mind. For some pupils, 'reasonable adjustments' can be made to meet their needs within Quality First Teaching. This may include:

- differentiated planning, differentiated learning tasks and curriculum adaptation
- access to apparatus to support learning e.g. unifix cubes; number line; 100 square; pencil grips; personal dictionary
- seating the pupil in a specific place in the classroom e.g. near to the front; facing the teacher
- access to quieter learning environments or work stations
- providing equipment to help with attention e.g. timers; move and sit cushions; sensory toys
- additional time to process information and complete tasks
- visual aids and visual timetables

Learning Support Practitioners (LSPs) support the learning of pupils in the classroom alongside the class teacher. Each year group has a team of LSPs who support children in class, in small groups or 1:1. They work across a specific year group but are not 'assigned' to a particular class.

Wave 2 - Targeted Support Groups

If monitoring shows additional support is needed to focus on gaps in a child's understanding, targeted support groups may be run. This does not mean a child has a special education need but that they may require some support to 'catch up' with an aspect of learning. Targeted support groups are also run for social, emotional and mental health needs.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, however, under the direction and planning of the class teachers, the targeted support groups may be run by learning support assistants, support and extension teachers or class teachers. Our current support and extension teachers include Miss McClenning (Lead Practitioner) and Ms Forrester (Emotional Literacy Support Assistant).

Some of the targeted support groups we currently offer at Marshgate are spelling, handwriting, reading, writing, fine motor skills, maths, phonics, emotional wellbeing and social skills.

The impact of targeted support groups on the children's progress is also regularly assessed. Ongoing informal assessments are made regularly and Year Group Feedback Meetings are held on a weekly basis. Formal assessments are made half termly. The targeting support groups are also discussed half termly with class teachers, the SENDCo and the Senior Management Team and changes may be made according to the needs of the cohorts. The targeted support groups are also observed termly by the SENDCo and the senior management team to ensure high quality learning is taking place.

Wave 3 - Special Educational Needs Support and Intervention

Some children's needs will be met by short term targeted support groups however, those children who require ongoing or long-term specific and specialist intervention or differentiation that is personalised to a high degree can be described as having a special educational need (SEND) and will be placed on the school's SEND Register. The Local Authority Threshold Guidance for SEND (based on the SEND Code of Practice) will be used to support the identification of pupils with SEND as well as the school's SEND Policy, (link in appendix).

Further assessments may be carried out by the SENDCo and referrals may be made to external agencies to receive more specialised advice on how to support a child with their learning or wellbeing. Parental consent is required before making contact with outside agencies and we value any contributions parents/carers can make towards the referral process.

In order to support the specific special educational needs the child is presenting with, and in consultation with parents/carers, a SEND Support Plan, (SENDSP) is written by the class teacher and the SENDCo. The pupil is also involved and is asked to think of a 'personal target' they would like to work towards. These consultations ensure that:

- everyone develops a good understanding of the pupil's areas of difficulty
- focus is placed on the child's strengths to problem solve solutions
- the parents' and carers' concerns are taken into account

- everyone understands the agreed outcomes sought for the child □ everyone is clear on what the next steps are

The SENDSP contains short-term targets based on the child's presenting needs and details provision and intervention to meet those needs. Targets are made **SMART** so they are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bonded. SEND Support Plan targets are reviewed termly by teachers and progress is shared with parents/carers in termly SENDSP meetings.

The Assess, Plan, Do, Review Cycle

Marshgate's SEND Support is based on the graduated response process of **Assess, Plan, Do, Review**.

Assess: A child's needs and progress are assessed by the class teacher and SENDCo.



Plan: A SEND Support Plan is produced with specific targets for the presenting needs. Personalised provision and intervention is planned for.



Do: Personalised provision and intervention is put in place for the child.



Review: The child's progress is assessed and the impact of the provision and intervention is evaluated.

Pupils who do not make sufficient or expected progress with SEND support and intervention may require a higher level of support. Schools have funding called the notional SEND budget that is available to meet the teaching and learning needs of most children with SEND. It also helps to ensure that there are sufficient resources for pupils requiring special educational provision or equipment, (writing slopes, move and sit cushions, pencils grips and mobility balls). Only a small amount of children will have needs that the school requires top up funding available from an Education, Health and Care Plan (EHCP) in order to meet their needs.

Education Health and Care Plans (EHCPs)

The purpose of an EHCP is to provide a coordinated process for children and young people with the most complex arrangements across education, health and social care services. It connects the aspirations of the child or young person and their family with their needs, provision and outcomes. The EHCP details funding to meet the needs of the child and once an EHCP is in place,

the school is statutorily responsible for making sure the child's needs are met through the provision detailed in the EHCP. Class teachers, support and extension teachers and LSPs across the year groups support in the delivery of provision for children with EHCPs.

The school (or parents/carers) can apply to the Local Authority for an EHCP Needs Assessment. This is a legal and collaborative process with parents, carers, teachers and external professionals which sets out the child's strengths and needs and details the provision required to meet the child's special educational needs. [The Local Authority Threshold Guidance for SEND](#) (based on the SEN Code of Practice) will be used to support the identification of pupils who require an EHCP, as well as the school's SEND Policy and advice from external agencies such as the Educational Psychology Service and Speech and Language service.

Upon application, at least two terms of evidence, demonstrating that external professional advice has been implemented, must be produced by the school. Once a Needs Assessment has been submitted, a 26-week process begins in which time the Local Authority make the decision whether or not to issue an Education, Health and Care Plan.

Some pupils with existing EHCPs join Marshgate from nurseys when starting in Reception or a different school upon family relocation. This is done through a consultation process with the Local Authority.

[Monitoring Progress](#)

Class teachers, supported by the SENDCo and Senior Leadership Team, make regular formal and informal assessments in order to measure and monitor the progress of all pupils including those with SEND.

In addition to termly formal assessments in reading, writing and Maths, the progress made towards outcomes on a pupil's Special Educational Needs Support Plan will also be assessed. If a child has an EHCP, the SENDSP will break down the end of Key Stage outcomes into SMART short term targets. Progress towards the end of Key Stage outcomes will be measured and reviewed at each Annual Review.

When deemed necessary, the SENDCo can carry out further, more in depth assessments which can be repeated to monitor and track progress over time. Assessments include:

- Reading Age Assessments
- Spelling Age Assessments
- Numeracy Skills Assessments
- Phonics Assessments
- Diagnostic Spelling Assessments

[Staff Training](#)

One of the roles of the SENDCo is to support class teachers and staff to meet the needs of pupils with SEND. They offer advice, carry out assessments, liaise with external professionals and organise relevant training. We recognise the valuable contribution of wider community

involvement therefore we also work closely with other local Primary Schools and local Specialist Provisions.

In order to achieve high standards through the continuous development of staff, all staff participate in whole school training sessions during weekly staff meetings and whole day training sessions on INSET days. Governors are also invited to training that is relevant. This training frequently has a SEND focus and we have recently covered such topics as Attachment Disorder; SEND Identification; Fine Motor Skills and Child Protection. This training is led by the SENDCo and Senior Leadership Team or professionals linked to Marshgate, for example Educational Psychology Services and Speech and Language Services.

Where a training need is identified beyond this, we will find a provider who is able to deliver it in school or off site. Recent off site training has included subjects such as Autistic Spectrum Condition; LEGO Therapy; Sensory Processing Disorder; Anxiety in Young Children; Mental Health Disorders in Parents.

Communication with Parents/Carers

At Marshgate, we encourage and develop parental involvement and value the contribution parents/carers make. Teachers should inform parents/carers of any significant concerns they have about a pupil as soon as possible.

All parents/carers are invited to discuss the progress of their children on three occasions per year: Autumn and Spring Parents'/Carers' Evening and Summer Open Evening. Parents/carers also receive a written report once per year. Marshgate has an open door policy, so we are also always happy to arrange meetings outside these times.

If a child is identified as having special educational needs, parents/carers will be invited to discuss the SEND Support Plan for their child at the start of the Autumn, Spring and Summer Term.

For pupils with an EHCP, their progress towards the outcomes set out in their EHCP is reviewed annually at an Annual Review Meeting. The SENDCo is responsible for the organisation of this meeting and attendees will be given sufficient notice beforehand. Attendees include SENDCo, parents/carers, class teacher and any external professionals involved with the pupil e.g. Educational Psychologists and Speech and Language Therapists. The pupil's views are gathered by the class teacher or SENDCo before the annual review or, where appropriate, the pupil is invited to share their views at the start of the meeting.

Class teachers, with support from the SENDCo will use the **Marshgate SEND Identification Tool** (see appendix) to support them with SEND Identification.

SEND Accessibility

The school building is fully accessible (please see Accessibility Plan). Key Stage 2 is accessed via stairs inside and outside, however an internal lift is available. Key Stage 1 is on the Ground Floor.

All clubs, pre and afterschool care, trips and activities offered to pupils at Marshgate are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may be made and additional support staff may be required. This is always done in partnership and consultation

with families. The clubs and afterschool activities schedule is available and updated termly on the school website.

Support is also given to children at play and lunchtimes. Learning Support Practitioners supervise playtimes and lunchtimes so that consistency and high quality provision is maintained throughout the school day. This also ensures that pupils are always supervised by members of staff who know their needs.

Transitions

Moving Class

When moving classes each year, all children are involved in a transition afternoon called 'Move Up Afternoon'. The children visit their new classroom and spend the afternoon with their new teacher. New pupils who are joining the class are also invited to attend. For pupils with SEND who find change difficult, additional transition visits or meetings with their new teacher may be arranged. Staff will also prepare the pupils in advance for the changes and may use resources such as transition booklets or social stories that contain visuals of their new classroom and teacher. Current and new teachers meet in the summer term to share information and discuss each pupil.

Moving School

When a pupil joins Marshgate from another school, we will request information from the previous school or setting. For pupils with SEND, the SENDCo will make contact with the previous SENDCo where possible. Parents/carers of pupils with SEND are also encouraged to arrange a meeting with the SENDCo before the child starts at Marshgate so that we have as much information regarding specific and effective support for the pupil as possible. Likewise, if a pupil leaves Marshgate, we will work with their new school to ensure transition is smooth. Records for pupils with SEND are sent on to their new school.

Nursery to Reception Transition

We work closely with the pre-school educational settings so that children transition to Marshgate happily. Our Reception staff and, where necessary, the SENDCo visit children in their pre-school setting and meet with pre-school staff, parents/carers and children before they start school. In addition, pupils are invited to spend an afternoon at Marshgate in the Summer Term to familiarise them with their classroom and teaching staff. For pupils with SEND who find change difficult, additional transition visits to Marshgate or meetings with their new teacher may be arranged.

Secondary Transition

When Marshgate pupils transfer to Secondary school, the Year 6 teachers and, where necessary, SENDCo, meet with Head of Year 7 and Secondary SENDCos to discuss every pupil. Pupils are invited to a Secondary School Induction Day in the Summer Term where they spend the day at their new Secondary School. For pupils with SEND who find change difficult, additional transition

visits to their Secondary School may be arranged. Records for pupils with SEND are sent on to their new school.

For children with an EHCP, their Year 1 and Year 5 Annual Review will also be their Transition Review. The child's class teacher, SENDCo, parents/carers and any external professional involved with the pupil will make recommendations as to the type of provision the child will require at Secondary level. This will allow parents/carers to visit Secondary Schools and consider appropriate options within the same time scale as other parents and carers.

The school has also recently worked with the mental health charity, Mind. They have visited our Year 6 pupils and supported them with Secondary School transition by delivering an interactive workshop and assembly.

Social and Emotional Wellbeing

At Marshgate we want all of our pupils to be happy as we know good wellbeing is an essential component in their ability to learn. We ensure that we provide our pupils with a learning environment where they feel self-confident, happy and secure and one in which they can build strong connections with peers and adults. In addition, we encourage parents and carers to share any concerns about their child's emotional wellbeing that they may be experiencing at home so that we can try to support them or guide them to the support they may need to access.

Our Personal, Social and Health Education (PSHE) Curriculum is taught every week across the school and is also embedded across the curriculum. We have also implemented a 'Kindness Initiative' where children can be 'Caught Being Kind.' Whole school mapping for PSHE reflects this 'Kindness' initiative.

If a child's presents with behavioural needs, our Behaviour and Relationships Policy may be differentiated to include bespoke incentive charts that encourage positive behaviour choices (please see Behaviour and Relationships Policy).

For pupils who present with ongoing social, emotional and well-being needs, we may provide access to the following intervention:

- Social skills intervention group
- Emotional Literacy Support Assistant (ELSA)
- Community Outreach Worker provided by The Riverbank Trust
- Sports Mentor provided through Kick London
- Art therapy provided by the MHST

This support is accessed through a referral process completed in conjunction with parents/carers, class teacher and the SENDCo.

Emotional Literacy Support Assistant (ELSA)

An ELSA is trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more

appropriate, especially in the areas of social and friendship skills. At Marshgate, our ELSA is **Ms Forrester** and sessions with her take place in our designated ELSA room. This inviting and welcoming room allows pupils to feel calm and comfortable when they work with Ms Forrester.

External Agencies

We work in partnership with a number of outside agencies. The agencies we access each year depend on the needs of the children in school. The SENDCo coordinates referrals, involvement and meetings with these agencies.

Directly funded by the school:

- Additional Educational Psychology service input
- Riverbank Trust Community Outreach Worker (see link in appendix)
- Kick London Sports Mentor (see link in appendix)
- Emotional Literacy Support Assistant (ELSA)

Funded by the Local Authority, Health and Social Services:

- Educational Psychologist
- Speech and Language Therapy (for pupils with EHCP only)
- Occupational Therapy
- Educational Service for Sensory Impairment (ESSI)
- Lead Educational Advisor for SEND
- Physiotherapy
- Mental Health Schools Team (MHST)
- Education and Inclusion Support Service (EISS)

In addition, referrals can be made to:

- The Child and Adolescent Mental Health Service (CAMHS)
- Social Care Services
- Family Support Team
- Pupil Reintegration Team
- School Nurse

Private External Agencies and Reports:

In some cases, parents/carers may wish to seek external or private support and advice. In this instance, we ask that parents/carers share outcomes or written reports with the SENDCo and class teacher so that recommendations from outside professionals can be considered.

SEND Information Report

Under the Children and Families Act 2014 the governing body or proprietor of maintained schools, maintained nursery schools and academy schools **must** publish information on their websites about the implementation of the setting's policy for pupils with SEND.

This information should be updated annually, with any changes to the information that occurs through the year being updated as soon as possible. This is a parent facing document and must be written so that parents/carers are able to understand the school's offer for pupils with SEND.

Please read the **Marshgate Primary School SEND Information Report** in conjunction with this policy.

Support for Parents/carers of Pupils with SEND

KIDS and SENDIASS

KIDS is a national charity supporting and disabled children, young people and their families across the country and providing a wide range of services. Their Richmond and Kingston SEND and Disability Information, Advice and Support Service (**SENDIASS**) offers independent advice and support for parents/carers and families who have children and young people with Special Educational Needs and/or Disability.

This may include:

- support with EHCPs
- support with how to use the Local Offer
- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with Transition and Preparing for Adulthood
- support with and signposting to mediation
- advice and support on benefits

These services offer advice to children and young people as well as parents and carers and can be contacted on **0203 793 9596** or by visiting <https://www.kids.org.uk/richmond-and-kingstonhttps://www.kids.org.uk/richmond-and-kingston-sendiassendiass>

The Local Authority Local Offer

Achieving for Children is a social enterprise company created by the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames to provide their children's services. Achieving for Children's Local Offer is a website providing information on local services

and support available for families including children and young people aged 0 -25 years with Special Educational Needs and/or disabilities.

The Local Offer is published on https://www.afcinfo.org.uk/local_offer or can be contacted on 0208 5474722.

Safeguarding

If you have a concerns regarding the safeguarding of any child, including those with SEND, please refer to the **Marshgate Primary School Safeguarding and Child Protection Policy**. The Acting Designated Safeguarding Lead is **Mr Gentry** (Deputy Headteacher) and the Deputy Designated Safeguarding Leads are **Mr Jeffrey** (SENDCo) and **Ms Brooks** (Interim Headteacher).

Complaints

The same arrangements for the treatment of complaints at Marshgate Primary School are used for complaints about provision made for special educational needs and disabilities.

We encourage parents/carers to discuss their concerns with the class teacher, SENDCo or the Head teacher and aim to work in partnership to resolve any issues. Should parents/carers still not be satisfied our Complaints Policy is available on the school website.

Links to Policies

This policy should be read in conjunction with the following documents:

- SEND Information Report
- Behaviour & Relationships Policy
- Admissions Policy
- Local Schools Accessibility Strategy
- School Accessibility Plan
- Complaints Policy
- Assessment Policy
- Equal Opportunities Policy
- Homework Policy
- Safeguarding and Child Protection Policy
- Supporting Children with Medical Conditions Policy

Links to outside agencies

The Riverbank Trust - <http://riverbanktrust.org/>

Kick London - <https://kicklondon.org.uk/>

Glossary of Terms

SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Coordinator. The role of the SENDCo is to coordinate support and provision for children with SEND across the school.
LSP	Learning Support Practitioner. Learning Support Practitioners support the learning of pupils in the classroom alongside the class teacher.
QFT	Quality First Teaching. Quality First Teaching means high quality inclusive teaching of all children together with continuous whole school processes for assessing, planning, implementing, monitoring and reviewing progress both academically and socially and emotionally.
MLL	Multi Lingual Learner
PSA	Parent and Staff Association
DfE	Department for Education
EHCP	Education, Health and Care Plan. Some children will have needs that the school requires top up funding available from an Education, Health and Care Plan (EHCP) in order to meet their needs.
SENSP	Special Educational Needs Support Plan. The SENDSP contains shortterm targets based on the child's presenting needs and details provision and intervention to meet those needs.
ELSA	Emotional Literacy Support Assistant. An ELSA is trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs.
Reasonable Adjustment	The Equalities Act (2010) does not explicitly define this term, which leaves it up to the discretion of the school or LA to determine. An example of a 'Reasonable Adjustment' might be arranging for a student who uses a wheelchair to have classes on the ground floor of the building, or ensuring that a teacher faces a student with a hearing impairment to enable them to lip-read.

Targeted Support Group	If monitoring shows additional support is needed to focus on gaps in a child's understanding, targeted support groups may be run. These are small groups which target gaps in learning, usually held outside of the classroom in a group room or space.
SEN Code of Practice	This document, published in June 2014, explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act (2014).
Annual Review	For pupils with an EHCP, their progress towards the outcomes set out in their EHCP is reviewed annually at an Annual Review Meeting.

Appendix

SEN Identification Tool

- 1. Is the child presenting with a need in one or more of the 4 main areas? (Please see definitions in Appendix 1)**

No – not SEN

Yes – Go to Question 2

- 2. Has the presenting need been supported by Quality First Teaching and reasonable adjustments (see Appendix 2) and monitored over time?**

No – Look at QFT suggestions in Appendix 2. Seek support from SENDCo or curriculum coordinators if needed. Monitor impact over time. Return to Question 2. **Yes** – Go to Question 3

- 3. Can the presenting needs be met by Quality First Teaching and reasonable adjustments?**

No – Go to Question 4. Place child on the SEN Concerns Register and send a Record of Concern form to the SENDCo.

Yes – Not SEN. Monitor the child closely and repeat this identification process if presenting needs begin to have significant impact on progress or learning.

- 4. Has the child had access to specific intervention (linked to areas of concern) that is different from or additional to that which is normally available? (Please see Appendix 3)**

No – Provide catch- up/personalised provision/intervention to meet the presenting needs. Assess, monitor and evaluate over time. Return to Question 4.

Yes – Go to Question 5.

- 5. Does the child require ongoing or long-term specific and specialist intervention or differentiation that is personalised to a high degree? (Please see example overleaf)**

Yes – The child can be described as having Special Educational Needs (SEN) and will be placed on the SEN Register.

A SEN support plan, (SENSP) should be produced with SENDCo and shared with parents/carers. The SENSP should target the presenting needs that are different from or additional to their peers. Provision to support the presenting needs should be put in place. Further assessments may be carried out by the SENDCo and referrals may be made to external agencies. The graduated response process (assess, plan, do review) begins and outcomes are identified to be achieved over a year and then broken down each term into achievable targets. (Please see Appendix 4). If the child makes significant progress over time and their needs can be met by QFT and reasonable

adjustments, they can be placed on the SEN Monitoring Register. This decision has to be in conjunction with the SENDCo and parents/carers.

No – It is likely that the child has benefited from catch-up support or personalised intervention. Monitor the child closely and repeat this identification process if presenting needs begin to have significant impact on progress or learning. Place the child on the SEN Monitoring Register.

Points to note:

- a) Use of term 'normally available'

1. Has the child has access to specific intervention (linked to areas of concern) that is different from or additional to that which is normally available? (Please see Appendix 3)

Normally available - the provision made for children whose special educational needs can be met from the resources generally available to the school.

- b) Some children will be on the SEN register (e.g. diagnosis, physical needs) but not have a SENSP as they only require reasonable adjustments in the classroom. These children need to be carefully and regularly monitored to make sure their provision is appropriate.
- c) A child whose needs are more significant and meet the threshold guidance criteria may require an Education, Health and Care Plan. This provides top-up funding to the notional SEN budget. A general criteria for EHCP is:
- 3 years behind what is expected for their age
 - 2 years behind what is expected for their age but also presenting with SEMH needs
 - In receipt of over 9 hours of 1:1 support across a week
 - Before application, evidence of external advice implemented over time (at least two terms) must be produced

Appendix 1:

The 4 areas of need

Cognition and Learning

- Global or general learning difficulties
- Specific learning difficulties (including, but not limited to dyscalculia and dyslexia)
- Attention difficulties
- Working memory difficulties

Communication and Interaction

- Speech, language and communication needs
- Social communication difficulties (including autism and communication and interaction difficulties associated with other neurodevelopmental conditions)

Social, emotional and mental health difficulties

- Attachment difficulties or disorders
- Conduct difficulties
- Anxiety
- Difficulties with resilience
- Emotional dysregulation including impulsivity

Sensory and/or Physical

- Hearing impairments
- Visual impairments
- Physical disabilities
- Sensory seeking
- Sensory avoidant

Appendix 2:

Quality First Teaching

Quality First Teaching (QFT) means **high quality inclusive teaching** together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing progress. The teacher has the highest possible expectations all pupils in their class.

General Examples:

- Classroom well organised and labelled
- Differentiated planning and resources to support the learning of all
- Clear lesson structure with learning objectives shared
- Instructions given in small chunks with visual cues
- Understanding checked by asking pupils to explain what they have to do
- Understanding is demonstrated in a variety of ways
- Range of groupings within the class including some mixed ability pairing activities

- Activities and listening broken up with breaks for more kinaesthetic activities
- Five positive comments to one negative
- Praise is specific and named
- Memory supported by explicit demonstration and modelling of memory techniques
- Learning Support Practitioners planned for and used to maximise learning
- Pupils are clear what is expected
- Behaviour systems are explained and used consistently

Quality First Teaching to support **Cognition and Learning Needs**

- 'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages in the curriculum when necessary
- Make sure you know the level of difficulty of *any* text you expect the pupil to read
- Key words/vocabulary emphasized when speaking and displayed clearly
- Pre-teaching of subject vocabulary
- Instructions broken down into manageable chunks and given in sequence. Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
- Pupils encouraged to explain what they have to do to check understanding
- Resources, pro formas and equipment make use of consistent symbols and colour coding
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and end of lesson
- Colour coded word walls in alphabetical order
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, illustrations, adult scribe
- Provide – and teach use of – range of writing frames to aid organisation
- Alphabet strips stuck to desks
- Key words and/or phoneme mats on desks
- Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later
- Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for 'publication' e.g. displayed on the wall, read to other children etc.
- Use IT programs and apps. to reinforce and revise what has been taught
- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Range of coloured overlays/reading rulers available
- Coloured paper for worksheets and coloured background on smart board
- Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age) available
- Text presented clearly – uncluttered, use bullet points and clear font
- Diagrams and pictures to add meaning alongside text
- Cloze procedure exercises to vary writing tasks and demonstrate understanding
- Don't ask pupil to read aloud in class unless you know they are pre-prepared and are comfortable with this
- Additional time to complete tasks if necessary
- Teach and model memory techniques

- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
- Mark starting point for each line with a green dot
- Minimise copying from the board – provide copies for pupil if necessary
- Reduce the amount of 'admin' e.g. do not require pupil to write the long date or title. This can be done by an adult or at the end of an activity if there is time.
- Teach pupil how to use planners, task lists etc.
- Teach keyboard/touch typing skills

Quality First Teaching to support **Communication and Interaction Needs**:

- Photographs of staff and pupils displayed in classrooms
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
- Key words/vocabulary emphasised when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks and given in the order they are to be done
- Checklists and task lists – simple and with visual cues
- Delivery of information slowed down with time given to allow processing
- Pupils are given a demonstration of what is expected
- System of visual feedback in place to show if something has been understood
- Pupils are encouraged – and shown – how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talking buddies or similar used to encourage responses
- Learning Support Practitioners used effectively to explain and support pupils to ask and answer questions
- Classroom furniture and groupings consider whether pupils with speech and communication needs can see visual prompts and the teacher
- Access to a quiet, distraction free work station if needed
- 'Word walls' or similar to develop understanding of new vocabulary
- Parents/carers advised of new vocabulary so it can be reinforced at home

Appropriate use of visual timetables – personalised to the child
Minimise use of abstract language and pre-teach new vocabulary Ensure
that preferred methods of communication (as well as level of eye
contact) known by all staff within school

Quality First Teaching to support **Social, Emotional and Mental Health Needs:**

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)
- Give the pupil a classroom responsibility to raise self-esteem
- Refer pupils regularly to classroom behaviour systems, whole class targets and use consistently – ensuring that all school staff apply same consistency
- Play calming music where appropriate
- Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up
- Provide lots of opportunities for kinesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Where possible, create a quiet area both for working and as a 'quiet time' zone
- Use a visual timer to measure and extend time on task – start small and praise when working well
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
- Provide alternative seating at carpet time if this is an issue
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Ensure that tools/equipment are easily accessible and available for use
- Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks
- Personalise teaching where possible to reflect pupils' interests
- Communicate in a calm, clear manner
- Keep instructions, routines and rules short, precise and positive
- Listen to the pupil, giving them an opportunity to explain their behaviours
- Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil
- Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises
- Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden Moments' or 'Achievement Book'.

- Allow pupil to have a safe place to store belongings and fiddle toys
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed
- Use pupil's name and ensure you have their attention before giving instructions
- Chunk instructions and support with visual cues. Make use of different seating and grouping arrangements for different activities.

Quality First Teaching to support **Physical and Sensory Needs:**

Visual

- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to interactive whiteboard, board, taking into account levels of vision in each eye
- Try out different paper/whiteboard colours to try to find best contrast
- Consider lighting – natural and artificial – which is most comfortable? Could they be moved nearer a window?
- Avoid shiny surfaces which may reflect light and cause dazzle
- Take advice from specialist teams related to font style and size
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available
- Ensure range of writing materials is available so that pupil can choose most appropriate to maximize vision
- Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.

Hearing

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required

- Repeat contributions from other children – their voices may be softer and speech more unclear
Occasionally check that oral information/instructions have been understood
Face the pupil when speaking
Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short chunks
- Use visual symbols to support understanding

Coordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights
- Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Encourage oral presentations as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line with a green dot
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips is available
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Once the child is confident with this, perhaps they could be asked to explain the task to another child or small group
- If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
- Teach sequencing skills
- Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.
- Can the date or title be photocopied or written into the book for a pupil?
- Equipment clearly labelled and kept in same place in class
- Teach pupil how to use planner, diary, lists to organize themselves as appropriate
- Allow additional time to complete tasks
- Allow access to lap-tops/tablets etc. & teach key board skills

Appendix 3

Examples of Specific Intervention

Cognition and Learning

- 1:1 teaching from an SEN support teacher
- 1:1 or small group multi-sensory phonics programme e.g. 'Read, Write Inc.' catch up programme
- Additional multi-sensory follow up lessons using plastic letters, phoneme frames, writing to dictation etc.
- Daily 1:1 reading
- Small group or 1:1 support for writing/reading – additional to literacy lessons
- Small group or 1:1 work on spelling programmes
- Support for pre-teaching concepts and vocabulary
- 1:1 or small group lessons to develop memory skills using appropriate resources
- Revision sessions to revise and consolidate what has been learned

Communication and Interaction

- Programmes advised by Speech and Language Service
- Small group language work
- Receptive language activities e.g. 'Blacksheep Publications'
- Opportunities to work 1:1 with a scribe
- Small group or 1:1 work to develop social skills
- Support or alternative provision for break times e.g. Nurture group etc.
- Support available if pupil has to leave the classroom to go to a pre-arranged place
- Support at times of particular stress e.g. coming into school, home time, PE lessons etc.
- Regular sessions with learning mentor
- Social stories written for specific areas of difficulty
- Comic strip conversations
- In class support to facilitate access to the curriculum.

Social Emotional and Mental Health

- Nurture Group support to develop social and emotional skills
- Small group work to develop listening, attention and turn taking skills
- 1:1 barrier games to develop turn taking and listening skills
- Daily/weekly sessions with a learning mentor or trusted adult in school e.g. ELSA, Kick London or Riverbank
- Support available if pupil has to leave the classroom to go to a pre-agreed place
- Support at times of particular stress e.g. coming into school, home time, PE lessons etc.

- Social stories written for specific areas of difficulty
 - Comic strip conversations to work on developing understanding of situations
- In class support to facilitate access to curriculum.
- Restorative Justice approaches
- Individual counselling

Sensory and Physical

Visual

- Equipment and resources as recommended by the Sensory Support Team or Ophthalmologist
- Enlarged copies of texts – size determined by pupil and sensory support team/ophthalmologist
- Access to audio books and associated equipment

Hearing

- Equipment and resources as recommended by the Sensory Support Team or Audiologist
- A language programme such as 'Time to Talk' or 'Talking Partners' may support language development for a pupil with a hearing impairment by offering a quiet, small group forum

Coordination

- Equipment, resources and programmes as recommended by the occupational or physiotherapy services
- Small group or 1:1 fine motor skills activities
- Small group or 1:1 handwriting activities (additional to usual provided for class)
- Support and teaching of keyboard skills