



**MARNER**  
PRIMARY SCHOOL

# *Inclusion and SEND Policy*



School Name: Marner Primary

Date policy was approved: May 2025    Review date: May 2027

Person responsible for overseeing Inclusion and SEND: **Hoai Nguyen-Khuu**

Person writing this policy: **Hoai Nguyen-Khuu**

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- *Accessibility Plan*
- *Anti-Bullying Policy*
- *Behaviour Policy*
- *Children Act 1989*
- *Chronically Sick and Disabled Persons Act 1970*
- *Child Protection Policy*
- *Education Act 2011*
- *Education Act 2022*
- *Education and Inspections Act 2006*
- *Equalities Statement and Objectives*
- *Equality Act 2010*
- *Equality Act 2010 (Disability Regulations) 2010*
- *Holidays and Extended Leave Policy*
- *Keeping Children Safe in Education 2025*
- *Looked After Children Policy*
- *Mental Capacity Act 2005*
- *Online Safety Policy*
- *SEND Code of Practice 0 – 25 (January 2015)*
- *Single Equality Policy*
- *Staff Code of Conduct Policy*
- *Parental Code of Conduct Policy*
- *Statutory Guidance on Supporting pupils at school with medical conditions April 2014*
- *Teachers Standards 2012*
- *Teaching and Learning Policy*
- *The Children and Families Act 2014*
- *The Education (Pupil Information) (England) Regulations 2005*
- *The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013*
- *The Special Educational Needs and Disability Regulations 2014*
- *The Special Educational Needs and Disability (First Tier Tribunal Recommendations Power) Regulations 2017*
- *Working Together to Improve School Attendance*
- *Working Together to Safeguard Children 2026*

## How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0–25 years (July 2015).

## Access to this policy

You can get a copy of our policy in a number of ways:

- *The school website*
- *A hard copy on request at the school office. Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.*

## Rationale

At Marner Primary School, our dedication lies in providing each child with every chance to excel. We prioritise the achievement, attitude, and well-being of every child, emphasising that inclusion is a collective responsibility within our school community. 'Every teacher is a teacher of every pupil, including those with special educational needs and disabilities'. (SEN Code of Practice, 2015). We respect the unique contribution, which every individual can make to our school community.

## Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Some children with disabilities may not have SEN or need specialist provision.

## Key Roles and Responsibilities

The SENDCOs have day-to-day responsibility for the operation of SEND policy and coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.

### SEND Team:

**Mrs Thuong Hoai Nguyen-Khuu:** SENDCO

**Ms Nazmun Khan:** Admin Officer

**Ms Helen Witty:** SEND Governor:

**Ms Carol Doherty:** Designated Safeguarding Lead (DSL) and responsible for oversight of medical needs.

**Ms Jane Scott-Gall:** Deputy Head Teacher

**Ms Sarah Bowmer:** Head Teacher and SEND Advocate

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## Our Aims

At Marner, every child, regardless of their specific needs, receives inclusive and adaptive teaching to facilitate optimal progress and instill a sense of belonging within the broader school community. We anticipate that pupils with Special Educational Needs and Disabilities (SEND) will not only meet but surpass the high expectations we have set for them against national data and based on their age and starting points. We are committed to providing the necessary support for students with SEND, ensuring they have access to a broad and balanced curriculum. Collaborating closely with families, our objective is to nurture confident individuals capable of smoothly transitioning to the next stage of their education.

Respect, happiness, growth, hope, motivation and community are themes that run through everything we do at Marner and help to tell our story: The Story of Us.

## Objectives:

Establishing a transparent process that centres on the identification, assessment, planning, provision, and review of pupils with Special Educational Needs and Disabilities (SEND), involving both the pupils and their parents/carers and teachers. Enhancing the overall management of support for pupils with SEND across the entire school. Providing training and support for all staff working with SEND pupils to advance our practices in accordance with the guidelines outlined in the Code of Practice, January 2015.

## **Identification of Needs**

The incorporation of Special Educational Needs and Disability (SEND) identification is an integral part of the school-wide process of monitoring the progress and development of every pupil. We acknowledge the advantages of early identification and the implementation of effective provisions in enhancing the long-term outcomes for children with SEND. The goal of identification is to determine the necessary actions the school should undertake, focusing on tailoring support to the individual pupil rather than fitting them into a predefined category. Additionally, it is crucial to identify the complete spectrum of needs, encompassing not only the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

### **Communication and Interaction**

These children have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders\* (ASD), are likely to have particular difficulties with social interaction.

They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Children with learning difficulties learn at a slower pace than their peers, even with appropriate adaptive teaching and learning. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia. Other children may have conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or oppositional defiance condition. In all cases adaptive teaching and learning are needed.

### **Social, Emotional and Mental Health**

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as having behaviours that challenge. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Our school uses trauma informed practice, alongside adaptive teaching and learning.

## **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability where barriers in the physical environment need to be removed through educational provision to give equality of access. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) need specialist support and /or equipment to remove barriers to their learning.

\*We are aware as a school community that the medicalised, diagnostic word 'Disorder', may be replaced with the word 'Condition', which is a more inclusive, strength-based description.

## **A Graduated Approach to SEN Support**

### **How the school decides whether to make special educational provision**

The school adopts a graduated approach to identifying and supporting pupils with special educational needs (SEN), in line with the Education Endowment Foundation (EEF) three-tiered model of support.

#### **Tier 1: High-Quality Teaching and Ordinarily Available Provision**

All pupils receive high-quality, adaptive teaching that is appropriately differentiated to meet their needs. Teachers regularly assess progress through ongoing formative assessments and termly pupil progress meetings with the leadership team. Where a pupil is identified as making less than expected progress, the first response is to adapt teaching strategies within the classroom, ensuring access to ordinarily available provision to remove barriers to learning.

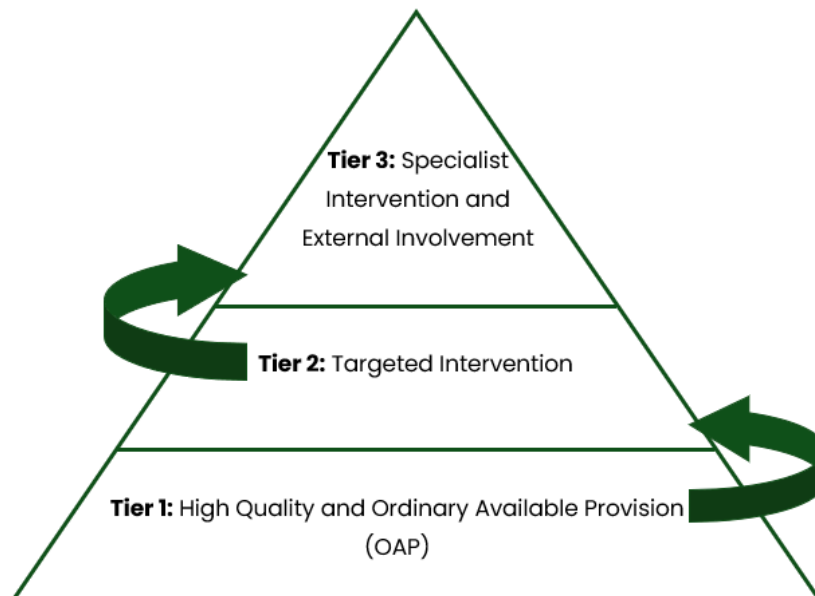
#### **Tier 2: Targeted Intervention**

If concerns persist despite high-quality and adaptive teaching, the class teacher will submit a concern form and consult with the SENCO to determine whether additional targeted intervention is required. This may include structured small-group interventions, additional scaffolding, or personalised learning strategies. The pupil's progress and response to intervention will be closely monitored, and parents/carers will be involved in discussions about their child's needs.

#### **Tier 3: Specialist Intervention and External Involvement**

For pupils with higher levels of need, the school may seek advice and support from external professionals, such as Educational Psychologists, Speech and Language Therapists, or other specialist services. This will be done with parental consent and in accordance with statutory guidance. Particular consideration is given to pupils for whom English is an additional language to ensure that language acquisition is not misidentified as a special educational need.

Decisions regarding special educational provision are made based on a holistic assessment of the pupil's needs, progress, and response to support. The school is committed to ensuring that all pupils receive the appropriate level of intervention to enable them to achieve their full potential.



Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

These agencies include:

- *Educational Psychology Service (EPS)*
- *Speech and Language Therapy (SLT)*
- *Support for Learning Service (SLS)*
- *Behaviour Support Service (BASS)*
- *Phoenix Outreach Service (POS)*
- *Stephen Hawking Outreach Service (SHO)*
- *Welfare Officer*
- *Children's Social Services*
- *School Nurse*
- *Child Development Team (CDT)*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *Autism Spectrum Disorder Assessment Service (ASDAS)*
- *Occupational Therapy Service (OT)*
- *Physiotherapy Service (PT)*

## The four-part cycle:

We follow a cycle of Assess, Plan, Do Review as described in the SEN Code of Practice 2015.

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEND Support is required the teacher and SENDCO will put together a plan outlining the adaptive teaching and learning, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with Learning Support Assistants, Teaching Assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

**Review:** the teacher, SENDCO, parent/carer and the pupil, will review the plan each term, including the impact of the adaptive teaching and learning and interventions. This will inform the planning of next steps for a further period (Plan) or if the child no longer needs SEND support.

This is known as the graduated approach. It may draw on specialist expertise in successive cycles.

## Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned to coincide with parent interviews where possible. Targets are shared with pupils and successes are celebrated. Key Stage 2 pupils with an EHC plan will attend part of the meeting to share their achievements, aspirations for the future and share their opinion on how best to support them.

SEND Provision/SEND support can take many forms.

This could include:

- *an Individual Education Plan (IEP)*
- *evidence based interventions*

- *adaptive teaching and learning in class*
- *adapting the curriculum to remove barriers to learning*
- *interventions*
- *specialist equipment (identified, ordered and maintained)*
- *observations and record keeping*
- *providing assistance*
- *scaffolding*
- *helping children with social interactions*
- *personal care*
- *removing barriers and providing access*
- *access to therapy*

## **Managing the needs of Pupils on the SEN Register**

Each pupil with SEND is an individual and decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

### **The Class Teacher is responsible for:**

- *the learning and progress of all pupils including those with SEND*
- *ensuring what is planned for is implemented in the classroom*
- *sharing information about the child with all parties*
- *effective deployment of any additional adults such as Learning Support Assistants*
- *adaptive teaching and learning*
- *working with the SENDCo and other professionals to review and adapt targets for pupils with SEND*

### **Learning Support Assistants are responsible for:**

- *following the direction of the class teacher or sometimes the SENDCo and other professionals*
- *implementing agreed strategies and programmes*
- *observing pupils, monitoring progress and seeking support, working and communicating with the child's teacher*
- *maintaining resources*
- *maintaining specialist equipment*
- *engaging in communication with class teacher, SENDCO or specialist*

### **The SENDCOs are responsible for:**

- *the SEND policy and its implementation*
- *co-ordinating the graduated approach for children with SEND*
- *updating the SEN register and monitoring SEND pupil records*
- *monitoring the quality of provision and impact of interventions*

- *attending network meetings and updating staff*
- *making referrals to and liaising with outside agencies*
- *in partnership with teachers, line managing LSAs with responsibility for SEND*
- *liaising with and advising staff*
- *maintaining regular liaison with parents/carers*
- *co-ordinating annual reviews*
- *working in partnership with staff to identify pupils with SEND*
- *mapping provision throughout the school*
- *ensuring the smooth transition and information sharing when children with SEND change settings*

## **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support level from the school's own resources. For these pupils a request will be made to the local authority, by the school or parent, to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs ([See Tower Hamlets guidance on the Tower Hamlets website for further information regarding requests for EHC plans](#)).

## **Supporting parents/carers and children with SEND**

The school provides support in the following ways:

- *The Head Teacher, Deputy Head Teacher and SENDCOs operate an open door policy for parents/carers seeking support and advice.*
- *we have a Parental Engagement Officer (PEO) who can signpost parents*
- *all staff can signpost additional support/information available for families in TH*
- *the dedicated SEN Governor is available as a contact point*
- *additional time and special arrangements for SATs*
- *support for transition between classes or settings*
- *coordinating the smooth transition of Year 6 pupils, with SEND, to secondary school*
- *directing parents to The Local Offer for Tower Hamlets*
- *directing parents to SENDIASS or IPSEA or a Tribunal where there is a complaint*

## **Supporting pupils at school with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g.: an extra adult to accompany a child on a school trip/residential. Specific staff may have training to support particular needs, e.g.: managing diabetes or assisting with and maintaining hearing aids.

The school has a goods lift that can be used by children with physical disabilities and medical conditions, to give them access to all floors but this malfunctions on a regular basis and specialist parts have to be ordered from abroad.

## **Monitoring and evaluation of SEN**

The head teacher regularly monitors and evaluates the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- *analysis of pupil tracking data, from Insight and test results at termly pupil progress meetings*
- *progress against national data and based on their age and starting points.*
- *interventions baseline and exit data where appropriate and useful*
- *progress against individual targets*
- *pupils' work, interviews and observations*

Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and make our provision cost effective.

## **Role of the Head Teacher**

The Head teacher will carry out the role of the 'responsible person'.

## **Role of the SEN Governor and the Governing Body**

The Governing Body is responsible for the monitoring and evaluation of the school's SEND policy. They are also responsible for ensuring the School complies with relevant legislation regarding Special Educational Needs, Inclusion, Equal Opportunities and Disability.

The Governing Body will provide an annual report to parents, outline the school's provision and highlight any changes or developments. The SEND Governor has delegated responsibility for overseeing the provision for SEND and reporting to the full Governing Body.

The SEN Governor is responsible for:

- *monitoring the effective implementation of the SEND policy*
- *reporting to the governing body on SEND*
- *ensuring that pupils with SEND participate fully in school activities*

## **Training and development**

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in addressing speech, language and communication needs, neurodiversity needs, English and Maths interventions, and supporting children with physical needs or SEMH needs. The SENDCOs attend network meetings and SENDCO conferences termly, to keep up to date with SEND developments and share good practice.

## **Storing and Managing Information**

Pupil records and SEND information are shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in an SEND Google Drive, which can be accessed by staff. Individual SEND files are transferred to receiving schools when pupils leave Marner by the SEND Administrator.

## **Reviewing the SEND Policy**

The SEND policy is reviewed annually by the governing body. Date of next review: September 2026

## **Complaints**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Marner to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met they should make an appointment to see the SENDCO or the Head Teacher. If concerns are still unresolved parents may wish to follow the school's complaints procedure or contact Tower Hamlets SENDIASS. SENDIASS is a self-referring service which offers advice, information and support to parents, carers of children and young people with Special Educational Needs (SEN) from birth to 25.