MARNER
PRIMARY SCHOOL

Inclusion and SEND Policy

Policy Owner	Thuong Hoai Nguyen-Khuu
Approval Body	Governing Body
Approval Date	October 2026
Review Date	September 2027

Compliance

This policy complies with, and has been written with reference to, the following legislation, *statutory guidance, national guidance and school policies*:

- *Anti-Bullying Policy*
- *Area SEND Inspection Framework (Ofsted and CQC)*
- *Child Protection and Safeguarding Policy*
- *Children Act 1989*
- *Children and Families Act 2014*
- *Data Protection and Confidentiality Policy*
- *Education Act 2011 & 2022*
- *Education and Inspections Act 2006*
- *Equality Act 2010*
- *Equality Information and Objectives Policy*
- *Keeping Children Safe in Education 2025*
- *Making Best Use of Teaching Assistants, Education Endowment Foundation (EEF)*
- *Mental Capacity Act 2005*
- *National Curriculum in England Framework Document*
- *Ofsted Education Inspection Framework (EIF)*
- *Online Safety Policy*
- *SEND Code of Practice: 0–25 Years (January 2015)*
- *Special Educational Needs and Disability Regulations 2014*
- *Special Educational Needs in Mainstream Schools, Education Endowment Foundation (EEF)*
- *Staff Code of Conduct*
- *Supporting Pupils at School with Medical Conditions (DfE, 2015)*
- *Supporting Pupils with Medical Conditions Policy*
- *Teachers' Standards 2012*
- *The Special Educational Needs and Disability (First-tier Tribunal Recommendations Power) Regulations 2017*
- *Whistleblowing Policy and Procedure*
- *Working Together to Improve School Attendance*
- *Working Together to Safeguard Children 2026*

This policy should be read alongside:

- *Accessibility Plan*
- *Attendance Policy*
- *Behaviour Policy*
- *Complaints Policy and Procedures*
- *Intimate Care Policy*
- *Medical Needs Policy*
- *Parent Code of Conduct and Communication Policy*
- *Positive Handling Policy*
- *Safeguarding and Child Protection Policy*
- *SEND Information Report*
- *Teaching and Learning Policy*

How this policy was developed

This policy was developed through collaboration between school leaders, the SENDCo, teaching staff, support staff, governors, pupils, parents/carers and external professionals.

The policy reflects:

- *the evolving needs of pupils at Marner Primary School;*
- *current legislation and statutory guidance;*
- *evidence-informed research and guidance;*
- *the school's Teaching and Learning principles;*
- *feedback from pupils, families and staff;*
- *partnership working with external professionals and specialist services.*

The policy has been informed by evidence-informed practice including guidance from:

- *the Education Endowment Foundation (EEF);*
- *the SEND Code of Practice;*
- *Ofsted's Education Inspection Framework;*
- *inclusive and adaptive teaching research;*
- *specialist outreach and external professionals.*

The policy is reviewed annually by the Governing Body.

Access to this policy

This policy is available:

- *on the school website;*
- *through the school office upon request;*
- *through discussions with the SENDCo or senior leaders;*
- *in alternative formats where required.*

Inclusion Statement

- *At Marner Primary School, inclusion is not viewed as a separate initiative but as a core principle underpinning all aspects of school life.*
- *We believe every pupil should be able to* ***thrive, achieve and belong*** *within a safe, ambitious and nurturing environment. We are committed to ensuring that pupils with SEND experience meaningful participation, achievement and success through access to high-quality teaching, inclusive opportunities, reasonable adjustments and appropriate provision, enabling them to develop academically, socially and emotionally.*

Rationale

At Marner Primary School, we believe every child has the right to feel safe, valued, included and successful within their educational environment.

Inclusion is embedded throughout all aspects of school life and is the responsibility of all staff. We are committed to providing ambitious, high-quality teaching alongside a graduated, evidence-informed and needs-led approach to supporting pupils with SEND.

Our approach is rooted in evidence-informed teaching and learning, including:

- *adaptive teaching;*
- *scaffolding;*
- *explicit instruction;*
- *metacognition;*
- *flexible grouping;*
- *high-quality feedback;*
- *regular checking for understanding.*

We recognise that inclusive, high-quality teaching is the foundation of effective SEND provision and benefits all learners.

Support and provision at Marner Primary School is based on identified needs and barriers to learning rather than solely on a medical diagnosis.

Marner Primary School provides a continuum of provision including:

- *Quality-First Teaching;*
- *targeted interventions;*
- *SEND Support;*
- *EHCP pathways;*
- *specialist provision pathways.*

Our specialist provision forms part of the school's graduated continuum of support and provides a bespoke, highly structured and communication-rich learning environment for pupils with significant and complex needs.

Marner Core Teaching and Learning Techniques

At Marner Primary School, SEND provision is embedded within the school's wider Teaching and Learning framework and is not viewed as separate from high-quality classroom practice.

All staff are expected to implement the Marner Core Teaching and Learning Techniques and WalkThrus approaches to ensure pupils with SEND can access ambitious learning opportunities alongside their peers.

These approaches support inclusive practice and form part of the school's evidence-informed approach to teaching and learning.

The Marner Core Teaching and Learning Techniques may include:

- *adaptive teaching;*
- *scaffolding to support independence;*
- *explicit instruction and modelling;*
- *chunking and sequencing learning;*
- *regular checking for understanding;*
- *retrieval practice and overlearning;*
- *use of visual supports and dual coding;*
- *communication-friendly classrooms;*
- *flexible grouping and guided practice;*
- *reducing cognitive load;*
- *metacognitive approaches;*
- *vocabulary pre-teaching and language-rich instruction;*
- *opportunities for repetition and rehearsal.*

Staff are expected to:

- *maintain high aspirations for all pupils;*
- *remove barriers to learning through adaptive practice;*
- *provide appropriate reasonable adjustments;*
- *promote independence and participation;*
- *ensure pupils with SEND can access ambitious and meaningful learning opportunities.*

The school recognises that high-quality teaching is the first and most important step in supporting pupils with SEND and that these approaches benefit all learners.

Staff receive ongoing professional development, coaching, monitoring and support to ensure teaching remains inclusive, ambitious and evidence-informed.

Definition of Special Educational Needs 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.

In accordance with the SEND Code of Practice (2015), a child or young person has SEND if they have:

- *a significantly greater difficulty in learning than the majority of others of the same age; or*
- *a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.*

The Equality Act 2010 defines disability as:
"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

SEND may relate to:

- *Communication and Interaction;*
- *Cognition and Learning;*
- *Social, Emotional and Mental Health;*
- *Sensory and/or Physical Needs*.

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: Special Educational Needs and Disability Co-Ordinator (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

Email: enquiries@marner.towerhamlets.sch.uk
Telephone: 0207 987 2938 Option 3.

Our Aims

At Marner Primary School, we aim to create a safe, inclusive and nurturing environment where every pupil feels valued, respected and supported to achieve their full potential.

We are committed to:

- *ensuring all pupils receive ambitious, high-quality teaching and learning experiences;*
- *identifying and responding to pupils' needs as early as possible;*
- *providing a graduated and evidence-informed approach to support;*
- *embedding evidence-informed teaching and learning strategies, including adaptive teaching, scaffolding, metacognition and high-quality feedback;*
- *promoting independence, confidence and resilience;*
- *ensuring pupils with SEND are fully included within the wider life of the school;*
- *working in partnership with parents/carers and external professionals;*
- *valuing pupil voice and person-centred approaches;*
- *supporting pupils' emotional wellbeing, communication and self-regulation;*
- *preparing pupils for successful transitions and future life;*
- *fostering a culture of belonging, respect and equality for all.*

We believe that every teacher is a teacher of every pupil and that inclusive practice benefits all learners.

Objectives:

The objectives of this policy are to ensure that Marner Primary School:

- *identifies and supports pupils with SEND as early as possible;*
- *provides a graduated approach through Assess, Plan, Do, Review (APDR);*
- *ensures adaptive teaching and reasonable adjustments are embedded within everyday classroom practice;*
- *embeds evidence-informed teaching and learning strategies, including WalkThrus, the EEF Five-a-Day approach and high-quality adaptive teaching;*
- *removes barriers to learning and participation;*
- *enables pupils with SEND to access a broad, balanced and ambitious curriculum;*
- *promotes high expectations and positive outcomes for all pupils;*

- *provides appropriate specialist support and interventions where needed;*
- *develops pupils' independence, communication and emotional wellbeing;*
- *works collaboratively with parents/carers, pupils and external agencies;*
- *ensures staff receive high-quality professional development and training;*
- *monitors and evaluates the effectiveness and impact of SEND provision;*
- *supports successful transition between classes, phases and educational settings;*
- *complies with statutory duties under the SEND Code of Practice and Equality Act 2010;*
- *promotes inclusion, equality, participation and a sense of belonging throughout the school community.*

Admission of pupils with SEND

Marner Primary School is committed to providing an inclusive environment where pupils with SEND are welcomed, valued and supported to access education alongside their peers wherever possible.

Admissions are managed in accordance with:

- *the Admissions Policy;*
- *Equality Act 2010;*
- *SEND Code of Practice;*
- *Local Authority guidance.*

Reasonable adjustments, including auxiliary aids and services where appropriate, will be considered to support pupils with SEND to access school life safely and successfully.

Where a child's EHCP names Marner Primary School, the school will work with the Local Authority to support admission and provision planning in line with statutory requirements.

The school works collaboratively with parents/carers, previous settings, external professionals and the Local Authority to ensure appropriate transition planning and provision are considered prior to admission.

Specialist Provision

Marner Primary School's specialist provision forms part of the school's graduated continuum of support and provides an alternative specialist pathway for a small number of pupils with significant and complex SEND, primarily pupils with Autism Spectrum Condition (ASC).

The specialist provision is designed for a class size of up to 10 pupils and is led by a specialist teacher.

The provision offers:

- *highly structured learning environments;*
- *personalised and adapted curriculum pathways;*

- *communication-rich environments;*
- *specialist support for sensory and emotional regulation;*
- *increased opportunities for repetition, overlearning and personalised support.*

The specialist provision uses evidence-informed and neurodiversity-affirming approaches including:

- *Phoenix curriculum approaches;*
- *Engagement Model approaches;*
- *SCERTS-informed practice;*
- *Attention Autism;*
- *AAC and Coreboards;*
- *sensory regulation strategies;*
- *visual communication systems.*

Pupils within the specialist provision remain part of the wider Marner school community and are supported to access meaningful inclusion opportunities where appropriate.

Provision within the specialist pathway is regularly reviewed for impact on:

- *communication;*
- *regulation;*
- *engagement;*
- *independence;*
- *participation;*
- *progress towards EHCP outcomes.*

Identification of Needs

At Marner Primary School, we recognise the importance of early identification and timely support for pupils with Special Educational Needs and Disabilities (SEND). We understand that pupils may experience barriers to learning at different points throughout their education and that needs may change over time.

Identification of need is an ongoing process which involves collaboration between:

- *class teachers;*
- *support staff;*
- *the SENDCo;*
- *parents/carers;*
- *pupils;*
- *and external professionals where appropriate.*

Pupils may be identified through:

- *teacher observations and ongoing assessment;*
- *attainment and progress data;*

- *concerns raised by parents/carers or pupils;*
- *information from previous settings;*
- *screening and assessment tools;*
- *behaviour, attendance or wellbeing concerns;*
- *involvement from external agencies and professionals.*

The school recognises that identifying SEND is not solely dependent on a diagnosis or medical label. We aim to develop a holistic understanding of each pupil's strengths, needs, interests and barriers to learning in order to provide appropriate support through a graduated and child-centred approach.

In line with the SEND Code of Practice (2015), Marner Primary School recognises the four broad areas of need:

- *Communication and Interaction;*
- *Cognition and Learning;*
- *Social, Emotional and Mental Health;*
- *Sensory and/or Physical Needs.*

These areas are used to support identification and planning; however, we recognise that many pupils may present with needs across more than one area.

Communication and Interaction

Children and young people with Communication and Interaction needs may experience difficulties with speech, language, communication and social interaction. This may affect how they understand language, express themselves, engage with others and access learning within the classroom environment.

Pupils may experience difficulties with:

- *understanding spoken language;*
- *expressive language and vocabulary;*
- *social communication and interaction;*
- *attention and listening;*
- *understanding and using non-verbal communication;*
- *turn-taking and conversational skills;*
- *processing language;*
- *understanding social rules and expectations.*

Some pupils may have identified profiles or diagnoses associated with communication and interaction differences, including Autism Spectrum Condition (ASC) and Developmental Language Disorder (DLD).

At Marner Primary School, support may include:

- *adaptive teaching approaches;*

- *visual supports and visual timetables;*
- *communication-friendly classrooms;*
- *scaffolding and explicit instruction;*
- *use of AAC and Coreboards;*
- *language interventions;*
- *Attention Autism and communication-based approaches;*
- *small group or individual support;*
- *support from Speech and Language Therapy and specialist services.*

Cognition and Learning

Children and young people with Cognition and Learning needs may experience difficulties with acquiring skills, retaining information, processing learning and working independently.

Pupils may experience difficulties with:

- *English and Mathematics skills;*
- *memory and processing;*
- *organisation and sequencing;*
- *maintaining attention and concentration;*
- *problem-solving and reasoning;*
- *understanding concepts;*
- *transferring and applying learning;*
- *pace of learning.*

Some pupils may have specific learning difficulties such as dyslexia, dyscalculia or Developmental Coordination Disorder (DCD) formerly known as dyspraxia, while others may experience more general learning difficulties.

At Marner Primary School, support may include:

- *high-quality adaptive teaching;*
- *scaffolded learning;*
- *explicit instruction and modelling;*
- *pre-teaching and overlearning;*
- *chunking of information;*
- *visual supports and practical resources;*
- *flexible grouping;*
- *targeted interventions;*
- *use of assistive technology where appropriate;*
- *personalised learning approaches and specialist provision pathways.*

Social, Emotional and Mental Health

Children and young people with Social, Emotional and Mental Health (SEMH) needs may experience difficulties with emotional regulation, relationships, self-esteem, wellbeing and behaviour.

We recognise that behaviour can be a form of communication and that pupils may require support to understand, regulate and express their emotions safely and appropriately.

Pupils may experience:

- *anxiety or emotional distress;*
- *difficulties with emotional regulation;*
- *low self-esteem or confidence;*
- *difficulties forming and maintaining relationships;*
- *social withdrawal;*
- *difficulties managing change or transitions;*
- *distressed behaviours;*
- *difficulties with attention, impulsivity or self-regulation.*

At Marner Primary School, support may include:

- *nurturing relationships and emotionally available adults;*
- *adaptive and inclusive classroom practice;*
- *clear routines and predictable environments;*
- *co-regulation and emotional English support;*
- *Zones of Regulation and sensory regulation strategies;*
- *pastoral support and mentoring;*
- *small group interventions;*
- *individual support plans;*
- *collaboration with families and external agencies including CAMHS and outreach services.*

We are committed to promoting positive mental health, wellbeing, attendance and a sense of belonging for all pupils. We recognise the strong link between SEND, emotional wellbeing, regulation and school attendance, and work collaboratively with families and external agencies to reduce barriers to attendance and participation.

Sensory and/or Physical Needs

Children and young people with Sensory and/or Physical needs may experience difficulties which impact their access to learning and participation within the school environment.

This may include:

- *visual impairment;*
- *hearing impairment;*

- *physical disabilities;*
- *fine or gross motor difficulties;*
- *sensory processing differences;*
- *medical needs requiring additional support.*

Pupils may require:

- *adapted resources or environments;*
- *sensory regulation support;*
- *specialist equipment;*
- *support with mobility or physical access;*
- *support with personal care or medical needs;*
- *occupational therapy programmes or physiotherapy advice.*

At Marner Primary School, we work collaboratively with families and external professionals to ensure reasonable adjustments and appropriate support are in place so that pupils can access learning safely and successfully.

A Graduated Approach to SEND Support

Marner Primary School uses a graduated, evidence-informed and needs-led approach to supporting pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015).

We recognise that pupils may require different levels of support at different stages of their educational journey. Support is responsive, flexible and centred around the individual strengths and needs of each pupil.

The majority of pupils' needs can be met through high-quality adaptive teaching and ordinarily available provision within the classroom. Some pupils may require additional intervention, SEND Support, specialist intervention or access to an alternative specialist pathway.

The school's SEND pathways are detailed below, with a summary of the process provided in the flowchart in Appendix 1.

Marner SEND Pathway and Graduated Approach

Stage 1 – Quality-First Teaching

All pupils receive high-quality teaching as part of Marner Primary School's universal provision.

High-quality teaching is:

- *responsive;*
- *adaptive;*

- *evidence-informed;*
- *inclusive;*
- *and ambitious for all learners.*

Teachers use adaptive teaching strategies including:

- *scaffolding;*
- *explicit instruction;*
- *flexible grouping;*
- *visual supports;*
- *metacognitive approaches;*
- *regular checking for understanding;*
- *high-quality feedback;*
- *communication-friendly classroom approaches.*

Teachers use evidence-informed teaching and learning strategies, including WalkThrus and the EEF Five-a-Day principles, to ensure all pupils can access learning successfully.

Teachers remain responsible and accountable for the progress and development of all pupils within their class

Stage 2 – Additional Support (Pathway 1)

Some pupils may require additional support to address identified barriers to learning.

This stage may include:

- *short-term targeted interventions;*
- *small group support;*
- *additional scaffolding;*
- *targeted language or communication support;*
- *English or Mathematics interventions;*
- *social and emotional support;*
- *sensory regulation support.*

Teachers gather evidence and monitor the impact of support through ongoing assessment, observations and discussions with parents/carers and pupils.

Additional support does not always lead to SEND Support and is reviewed regularly to ensure provision remains appropriate and effective.

Stage 3 –SEND Support

Where concerns persist despite additional support and high-quality teaching, a Concern Form may be completed in collaboration with the SENDCo.

This stage acts as the gateway to SEND Support and may involve:

- *Assess, Plan, Do, Review (APDR) planning;*
- *placement on the SEND register;*
- *targeted and specialist interventions;*
- *personalised support strategies;*
- *increased monitoring and review.*

At this stage:

- *teachers gather and review evidence;*
- *parents/carers and pupils are involved in planning;*
- *support strategies are implemented and monitored collaboratively.*

Teachers remain responsible for classroom provision and pupil progress throughout the process.

Stage 4 – Education, Health and Care Plan (EHCP) Pathway (Pathway 2)

A smaller number of pupils may require support that is additional to or different from that ordinarily available through SEND Support.

Where appropriate, the school may request an Education, Health and Care Needs Assessment (EHCNA) in collaboration with parents/carers and external professionals.

This pathway may involve:

- *Educational Psychology Service (EPS)*
- *Speech and Language Therapy (SLT)*
- *Support for Learning Service (SLS)*
- *Pupil Access and Inclusion Service (PAIS) formerly known as 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)*

Pupils with an EHCP continue to access support through the APDR cycle, targeted interventions and personalised provision linked to identified outcomes within their EHCP.

Stage 5 – Specialist Provision (Pathway 3)

For a small number of pupils with complex SEND, an alternative specialist pathway may be appropriate where needs cannot be fully met through mainstream classroom provision and SEND Support alone.

Marner Primary School's specialist provision forms part of the school's graduated continuum of support and provides a bespoke, highly structured and communication-rich learning environment for pupils with significant and complex needs.

The specialist provision:

- follows a personalised and adapted curriculum;
- uses specialist approaches to communication, sensory regulation and learning;
- incorporates evidence-informed and neurodiversity-affirming practice;
- supports pupils' independence, communication and emotional regulation;
- supports preparation for future transitions and adulthood;
- provides highly structured routines and adapted learning environments.

Provision pathways may include:

- Phoenix hybrid curriculum approaches;
- SCERTS-informed practice;
- Engagement Model approaches;
- personalised communication systems including AAC and Coreboards;
- sensory and regulation support.

Placement within the specialist provision is determined through collaboration between the SENDCo, school leaders, parents/carers and external professionals, and is reviewed regularly to ensure the provision remains appropriate for the pupil's needs.

Pupils within the specialist provision remain part of the Marner school community and are supported to access meaningful inclusion opportunities across school life wherever appropriate.

The Four-Part Cycle: Assess, Plan, Do, Review (APDR)

Marner Primary School follows the graduated approach outlined in the SEND Code of Practice through the four-part cycle: Assess, Plan, Do, Review (APDR).

This cyclical process supports the identification, planning, implementation and evaluation of support for pupils with SEND.

Assess

The class teacher, alongside the SENDCo and relevant professionals where appropriate, gathers information about the pupil's strengths, needs, barriers to learning and current attainment. This may include:

- *observations;*
- *assessment data;*
- *provision maps;*
- *Insight tracking;*
- *pupil voice;*
- *parent/carer views;*
- *external professional advice.*

Plan

Appropriate support, strategies and outcomes are identified collaboratively with staff, parents/carers and pupils. Support may include:

- *adaptive teaching approaches;*
- *targeted interventions;*
- *reasonable adjustments;*
- *specialist provision;*
- *personalised outcomes and targets.*

Do

The agreed support is implemented within the classroom and wider school environment. Class teachers remain responsible for the pupil's progress and work closely with support staff, specialist staff and the SENDCo to ensure provision is delivered effectively.

Review

Support and progress are reviewed regularly to evaluate impact and inform next steps. Reviews consider:

- *academic progress;*
- *emotional wellbeing;*
- *participation and inclusion;*
- *pupil and parent/carer voice;*

- *intervention impact;*
- *progress towards IEP or EHCP outcomes.*

Provision may then be adapted, continued or increased in response to the pupil's evolving needs.

The APDR process ensures that support remains responsive, evidence-informed and centred around the individual needs of the pupil.

Parents/carers and pupil involvement in the process

At Marner Primary School, we believe that strong partnerships between school, home and external professionals are essential in achieving positive outcomes for pupils with SEND. We are committed to working collaboratively with parents/carers and pupils through a person-centred, strengths-based and inclusive approach.

Parents/carers are valued as partners and are involved throughout the process of identifying, planning, supporting and reviewing provision for their child. We recognise that parents/carers hold valuable knowledge and understanding about their child's strengths, needs, interests and experiences.

Pupils are encouraged to participate in discussions about their learning, support and aspirations in ways that are appropriate to their age, developmental stage and communication needs. We recognise the importance of pupil voice in promoting independence, confidence, self-advocacy and meaningful participation within school life.

Parents/carers and pupils may be involved through:

- *regular communication with school staff;*
- *Assess, Plan, Do, Review (APDR) cycles;*
- *Individual Education Plans (IEPs);*
- *review meetings and Annual Reviews;*
- *transition planning meetings;*
- *pupil voice activities;*
- *collaborative target setting;*
- *referrals and meetings with external professionals;*
- *specialist provision reviews where appropriate.*

The school aims to maintain open, supportive and respectful communication with families and recognises the importance of co-production in supporting pupils with SEND.

Managing the Needs of Pupils on the SEND Register

Pupils identified as requiring SEND Support are placed on the school's SEND register. Placement on the register is based on a graduated, evidence-informed and needs-led approach and reflects the level of provision required to support the pupil's identified needs.

Provision for pupils on the SEND register is:

- *personalised;*
- *adaptive;*
- *evidence-informed;*
- *regularly reviewed;*
- *responsive to the evolving needs of the pupil.*

Support may include:

- *adaptive teaching and reasonable adjustments;*
- *targeted interventions;*
- *sensory and regulation support;*
- *communication support and AAC;*
- *specialist resources;*
- *personalised outcomes and targets;*
- *involvement from external professionals where appropriate.*

The progress, participation and wellbeing of pupils on the SEND register are monitored through:

- *APDR cycles;*
- *teacher assessments and observations;*
- *provision maps;*
- *intervention tracking;*
- *Insight data;*
- *pupil and parent/carer voice;*
- *review meetings and Annual Reviews where appropriate.*

The school recognises that pupils' needs may change over time and provision is adapted accordingly.

The class teacher is responsible for:

Class teachers are responsible and accountable for the progress and development of all pupils within their class, including pupils with SEND.

Class teachers are responsible for:

- *delivering ambitious, high-quality and adaptive teaching;*
- *ensuring pupils with SEND can access learning and participate fully in classroom activities;*
- *implementing agreed strategies, interventions and reasonable adjustments;*
- *creating inclusive, communication-friendly and supportive classroom environments;*
- *monitoring progress, engagement and barriers to learning;*
- *gathering evidence and contributing to APDR cycles;*
- *working collaboratively with support staff, specialist staff, the SENDCo and external professionals;*
- *communicating regularly with parents/carers;*
- *contributing to IEPs, provision maps and Annual Reviews where appropriate;*
- *ensuring support promotes independence, participation and inclusion.*

Teachers remain responsible for the learning and progress of pupils with SEND, even where support is delivered through additional adults or specialist interventions.

Learning support assistants (LSAs) are responsible for:

Learning Support Assistants work under the direction of the class teacher and SENDCo to support pupils with SEND across the school.

LSAs are responsible for:

- *implementing agreed strategies, interventions and personalised programmes;*
- *supporting pupils to access learning and participate meaningfully within the classroom environment;*
- *promoting independence, communication and emotional regulation;*
- *supporting pupils during structured and unstructured parts of the school day where appropriate;*
- *delivering interventions and personalised support programmes;*
- *supporting sensory and regulation needs;*
- *supporting communication systems including AAC and Coreboards where appropriate;*
- *observing pupils and feeding back to teachers and the SENDCo;*
- *maintaining specialist resources and equipment;*
- *contributing to a positive, inclusive and nurturing environment.*

LSAs work flexibly across the school according to identified pupil need and collaborate closely with teachers and specialist staff to ensure provision remains effective and responsive.

The SENDCo is responsible for:

The SENDCo is responsible for the strategic leadership and day-to-day coordination of SEND and inclusion across the school.

The SENDCo is responsible for:

- *overseeing the implementation of the SEND policy;*
- *coordinating the graduated approach to SEND support;*
- *monitoring the quality and impact of SEND provision;*
- *maintaining and reviewing the SEND register;*
- *supporting staff with adaptive teaching and inclusive practice;*
- *analysing progress, provision and intervention data;*
- *coordinating referrals to external agencies and specialist services;*
- *liaising with parents/carers and external professionals;*
- *coordinating EHCP processes and Annual Reviews;*
- *supporting transition planning;*
- *ensuring statutory responsibilities are met;*
- *supporting staff training and professional development;*
- *developing inclusive practice across the school;*
- *overseeing specialist provision pathways and alternative specialist provision where appropriate.*

The SENDCo works collaboratively with senior leaders, governors, teachers, support staff, families and external professionals to ensure pupils with SEND receive appropriate provision and support.

Role of the Head Teacher

The Head Teacher has overall responsibility for the strategic leadership and management of SEND and inclusion across the school.

The Head Teacher is responsible for:

- *ensuring the school meets its statutory responsibilities regarding SEND;*
- *promoting an inclusive ethos and culture across the school;*
- *ensuring SEND and inclusion remain integral to whole-school development priorities;*
- *supporting the effective implementation of the SEND policy;*
- *ensuring appropriate staffing, training and resources are in place;*
- *monitoring the quality of teaching and SEND provision;*
- *working collaboratively with the SENDCo, governors and external professionals;*
- *ensuring pupils with SEND are safeguarded and supported effectively.*

Role of the SEND Governor and Governing Body

The Governing Body is responsible for ensuring the school complies with SEND legislation and statutory duties.

The SEND Governor supports the Governing Body in monitoring the effectiveness of SEND provision and inclusion across the school.

Responsibilities include:

- *monitoring the implementation of the SEND policy;*
- *supporting and challenging school leaders appropriately;*
- *ensuring pupils with SEND can access all aspects of school life;*
- *reviewing SEND provision, outcomes and school priorities;*
- *reviewing the accessibility and inclusivity of the school environment and curriculum;*
- *ensuring statutory responsibilities are fulfilled;*
- *promoting inclusion, equality, accessibility and high aspirations for pupils with SEND.*

The Governing Body receives regular updates regarding SEND provision, pupil outcomes and school development priorities.

Criteria for removing pupils from the SEND register

Pupils may be removed from the SEND register when:

- *they have made sustained progress from their individual starting points;*
- *barriers to learning have reduced significantly;*
- *they are able to access learning successfully through high-quality adaptive teaching and ordinarily available provision;*
- *additional SEND provision is no longer required to support progress and participation.*

Decisions regarding removal from the SEND register are made collaboratively between:

- *class teachers;*
- *the SENDCo;*
- *parents/carers;*
- *and, where appropriate, the pupil and external professionals.*

The school will continue to monitor pupils following removal from the SEND register to ensure progress and wellbeing are maintained.

Requesting an Education, Health and Care Needs Assessment (EHCNA)

A small number of pupils with complex and long-term needs may require provision that is additional to or different from that ordinarily available through SEND Support.

Where appropriate, the school may request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority in collaboration with parents/carers and external professionals.

Requests for assessment are informed by:

- *evidence from APDR cycles (3 terms);*
- *attainment and progress data;*
- *provision maps and intervention records;*
- *professional reports and assessments;*
- *pupil and parent and or carer views;*
- *evidence of graduated support over time;*
- *Evidence shows that the pupil requires provision beyond universal and targeted support within mainstream provision.*

The school recognises that an EHCNA request does not always result in an EHCP being issued. Where an EHCP is agreed, the school works collaboratively with families and professionals to implement, monitor and review provision and outcomes.

Supporting parents and or carers and children with SEND

Marner Primary School is committed to working in partnership with families and ensuring parents and or carers feel supported, informed and included throughout the SEND process.

Support may include:

- *regular communication and review meetings;*
- *access to the SENDCo and school staff;*
- *support during transition periods;*
- *signposting to external services and support organisations;*
- *collaboration with external professionals;*
- *support with referrals and EHCP processes;*
- *support during Annual Reviews and meetings;*
- *emotional and pastoral support where appropriate.*

Communication with parents or carers will usually take place through Arbor, meetings, telephone calls or agreed school communication systems.

Where a member of staff is also a parent or carer of a pupil at the school, the usual parent or carer procedures will apply. This ensures that communication, meetings, concerns and SEND processes are managed consistently, fairly and in line with school policy.

The school expects all communication between parents or carers and staff to remain respectful, professional and in line with the school's Parent Code of Conduct and Communication Policy.

The school aims to build trusting, respectful and collaborative relationships with families to support positive outcomes for pupils with SEND.

Positive Handling and Restrictive Physical Intervention

Positive Handling planning may be used preventatively as part of a pupil's Behaviour Support Plan or Risk Assessment. However, restrictive physical intervention is only used as a last resort where it is reasonable, necessary and proportionate.

In line with Section 93 of the Education and Inspections Act 2006, all school staff have a legal power to use reasonable force where necessary to prevent harm, injury, damage or serious disruption.

Where a pupil is at immediate risk of harm, staff may need to act immediately to maintain safety, including staff who are not Team Teach or Positive Handling trained.

Further guidance can be found within the Behaviour Policy and Positive Handling Policy.

Intimate Care

Marner Primary School is committed to ensuring pupils are treated with dignity, respect and sensitivity when requiring intimate care support.

Where intimate care is required:

- *parents/carers will be involved in planning;*
- *Individual Intimate Care Plans may be developed;*
- *dignity, privacy and independence will be promoted at all times.*

Further information can be found within the Intimate Care Policy and Early Years Policy.

Monitoring and Evaluation of SEND

The school regularly monitors and evaluates the quality, effectiveness and impact of SEND provision to ensure support remains evidence-informed, inclusive and responsive to pupil need.

Monitoring may include:

- *lesson visits and learning walks;*
- *pupil progress meetings;*
- *provision map reviews;*
- *intervention monitoring and impact analysis;*
- *APDR reviews;*
- *analysis of Insight and assessment data;*
- *pupil and parent/carer feedback;*
- *Annual Reviews;*
- *work scrutiny and classroom observations.*

Monitoring and evaluation also consider the quality of adaptive teaching, inclusion, participation and pupil outcomes across the wider curriculum.

The school uses evidence-informed approaches and regularly reviews provision to ensure pupils with SEND make progress academically, socially and emotionally from their individual starting points.

Training and Development

Marner Primary School is committed to ongoing professional development to ensure staff are equipped to support pupils with SEND effectively.

Training is informed by:

- *pupil needs;*
- *school priorities;*
- *evidence-informed practice;*
- *national guidance and developments.*

Staff training may include:

- *adaptive teaching and inclusive practice;*
- *communication and interaction needs;*
- *autism and neurodiversity;*
- *SEMH and emotional regulation;*
- *sensory processing;*
- *safeguarding and medical needs;*
- *AAC and communication systems;*
- *interventions and specialist approaches;*
- *specialist provision and alternative pathway approaches.*

The SENDCo and staff engage with external training, professional networks and specialist services to ensure provision remains current, inclusive and evidence-informed.

Storing and Managing Information

The school handles SEND information in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

SEND records are stored securely and shared appropriately with relevant staff and professionals to ensure pupils receive effective and coordinated support.

Information may include:

- *assessment data;*
- *provision maps;*

- *IEPs and review documents;*
- *professional reports;*
- *EHCP documentation;*
- *safeguarding and medical information where appropriate.*

The school respects confidentiality and works in partnership with families regarding the sharing of information.

Reviewing the SEND Policy

This SEND policy is reviewed annually by the SENDCo, senior leaders and Governing Body to ensure it remains reflective of:

- *current legislation and statutory guidance;*
- *school practice and provision;*
- *evidence-informed approaches;*
- *the evolving needs of pupils within the school community.*

Feedback from pupils, parents/carers, staff and governors contributes to the review process.

Complaints

Marner Primary School aims to resolve concerns promptly, respectfully and collaboratively through open communication and partnership working.

Parents or carers who have concerns regarding SEND provision are encouraged to:

1. *speak with the class teacher;*
2. *contact the SENDCo;*
3. *contact a member of the senior leadership team where appropriate.*

Where concerns remain unresolved, complaints must follow the school's Complaints Policy and procedures.

Parents and carers may also seek advice and support from Tower Hamlets SENDIASS or other independent support services.

MARNER PRIMARY SCHOOL

SEND Pathways at Marner

A timeline showing the staged journey through Marner's SEND pathways.

Stage 1 Quality-First Teaching

All pupils receive high-quality teaching - our universal provision.
High-quality teaching is responsive, adaptive teaching with scaffolding in place to support all learners.

Stage 2 Additional Support (Pathway 1)

Targeted provision complements high-quality teaching with carefully selected flexible small-group and 1:1 interventions. Evidence recorded.
Teacher identifies concern.
Short-term interventions.

Stage 3 SEND Concern Form and SEND Support

Gateway to SEND Support; triggers APDR planning if agreed.
Teacher gathers evidence.
Submit to SENCo.
On SEND Register.

Stage 4 Education, Health Care Plan (EHCP) (Pathway 2)

SaLT / EP / OT / CAMHS may be involved; targeted and specialist interventions.
On SEND Register.
APDR cycle.

Stage 5 Specialist Provision (Pathway 3)

SENCo decision with parents.
Phoenix hybrid curriculum.
SCERTS pathways.
Review at 1 year.
Special School Placement.

Key Notes for Staff:

- Additional Support does not always lead to SEND Support.
- Record clear evidence at every stage.
- The SEND Concern Form is the gateway to SEND Support.
-SEND Support does not always lead to an EHCP.
- Teachers remain responsible for classroom provision throughout.