



Marsden Infant and Nursery School

Special Educational Needs and Disability Policy 2026 2027 draft

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Head Teacher: Mrs Nicola Jablonski

Special Educational Needs Coordinator: Mrs Sarah Whitehouse

SEND Governor: Mrs Helen Allen

1.Introduction

At Marsden Infant and Nursery School we value the abilities and achievements of all pupils and are committed to providing the best possible environment for learning for each and every pupil. We believe that all pupils are entitled to receive a high-quality education, regardless of their needs or abilities and believe that all pupils should expect to receive an education that supports and enables them to achieve the best possible outcomes. We believe that every child in our Infant and Nursery deserves high-quality, equitable access to early education. Our school reflects current national expectations for inclusive practice and early intervention. Our strategic approach focuses on removing systemic barriers to learning. We proactively design our Nursery and Infant environments, routines, and curricula so that all children can thrive alongside their peers from their very first day with us.

Marsden Infant and Nursery school uses a **Graduated Approach** to the action and intervention provided to support children with Special Educational Needs and Disabilities (SEND). We understand the importance of early intervention and seek to ensure that gaps are reduced to ensure that pupils remain on track. We understand the importance of having an engaging curriculum which begins with high quality inclusive teaching. This approach recognises that there is a continuum of SEND and that where necessary, increasing specialist expertise should be brought in to develop a program of support for the child in curricular and non-curricular areas. We attach importance to inclusion of children with Special Educational Needs and Disabilities, not only for the benefit of those children but also for the benefit of all children, the school as a whole and the community. We consider communication between all concerned with a child's development to be of great importance, and are committed to promoting attitudes of respect and understanding in order to achieve our aims.

In accordance with the SEND Code of Practice, all teachers are teachers of pupils with SEND and are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The detailed Special Educational Needs and Disability policy which follows complies with the statutory requirements in the 2014 SEND Code of Practice 0 - 25, and should be read in conjunction with the following guidance information and policies:

The Equality Policy

The Accessibility Plan

The school's SEND information report on the school website (SEND Report)



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The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’
Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with the SENDCo, Head Teacher and Governing Body.

2.Contacts

Special Needs Coordinator (SENDCo) – Mrs Sarah Whitehouse (SLT member)
sarah.whitehouse@marsdeniandnschool.co.uk

The SENDCo meets statutory requirements for SENDCo qualifications and undertakes ongoing professional development in line with current national expectations.

SEN Qualification: Certificate in SEN Management (2004 – 2005)

3.Long Term Aim of this Policy

Objectives

- 1.To work within the guidance laid down in the SEND Code of Practice 2014.
- 2.To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- 3.To operate a whole school approach to the management and provision of support for SEND that considers all of a pupil's needs (Assess, plan, do, review model).
- 4.To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- 5.To provide an appropriately qualified and experienced SENDCo in post who can ensure that the SEND Policy is put into practice.
- 6.To provide support and advice for all staff working with pupils with SEND.
- 7.To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.

4.Identification of SEN

Quality First Teaching Tier 1 Universal Support

At Marsden I and N School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We strive to achieve this by offering high quality teaching that is adapted and personalised for all as a basis for learning. We achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that **all** pupils, including pupils with SEND are included in all aspects of school life.

The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers at Marsden I and N are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different



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or additional support are identified at an early stage. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision. At Marsden Infant and Nursery school, we are all responsible for ensuring all the pupils achieve a high-quality education, regardless of their needs or abilities

We regularly monitor the effectiveness of our teaching and learning which in turn enables us to adapt and change as necessary, including through implementing whole school CPD and setting outcomes for whole school development on the School Development Plan.

Children are identified as having SEND if they do not make adequate progress through **high quality inclusive teaching**.

The Code specifies four broad areas of need:

Communication and Interaction (including Autism Spectrum Disorder)

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or physical needs.

Other factors which may impact on a pupils progress and attainment include attendance and punctuality, English as an Additional Language, being a Looked After Child, Health and Welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' and these alone do not constitute SEN). Particular care will be needed with pupils whose first language is not English. Children must not be regarded as having SEN solely because their language, or form of the home language, is different from that in which they are taught. Our teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It is necessary to assess their needs fully and the support that might be required in order to help them overcome any barriers.

We have a clear behaviour policy in place which supports all pupils, including those who may have behavioural needs as an underlying part of a wider need. We put in place the relevant support in order to help them overcome the necessary barriers.

We have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with Special Educational Needs, and ensure that parents are notified when SEN provision is being made for their child.

5.A Graduated, Whole School Approach to SEND Support

In line with evolving national frameworks, we operate a distinct Three-Tier Support Structure to meet children's needs effectively:

- **Tier 1 (Universal):** High-quality inclusive teaching and adapted early years environments for all children.
- **Tier 2 (Targeted):** Swift, short-term interventions managed through Individual Support / Education Plans (ISPs / IEPs) to accelerate progress.



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- **Tier 3 (Specialist):** Intensive, multi-agency co-ordinated support for children with complex or long-term needs.

We place a sharp focus on the under-5s nursery cohort. We use early identification toolkits to spot emerging developmental or sensory needs immediately, ensuring no child waits until statutory school age for targeted support.

Early Identification, Catch up, Provision Map Interventions

We recognise that **early identification** of pupils with SEND is a priority, in order to ensure that gaps are reduced so that children remain on track. Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching. If a pupils' learning is considered to be unsatisfactory after quality first teaching, the class teacher will plan and provide additional **catch up** within the classroom. Where teachers decide that a pupil's learning continues to be falling behind after additional catch up learning, this will be discussed through pupil progress meetings and the SENDCo will be consulted. The SENDCo, class teacher, Key Stage Leader and Head Teacher will then review the approaches adopted. Where support additional to that of usual class provision is required, it will be provided through **provision map interventions** in the first instance. Additional support through the provision map is characterised by interventions that are different from or additional to the usual adapted curriculum. Additional intervention can be triggered through concern, supplemented by evidence that, despite receiving quality first teaching, pupils:

- Make little progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/ behavioural needs which are not affected by behaviour /SEMH support strategies
- Have sensory/physical needs, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction difficulties and make little progress despite experiencing an adapted curriculum

This will be monitored through pupil progress discussions during Pupil Progress meetings with class teachers, SENDCo, Key Stage Leader and Head Teacher.

SEND Support Tier 2 Targeted Support Individual Education Plans / Individual Support Plans

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEND Support**. This will happen as part of the graduated approach, Assess, Plan, Do and Review. This is where a child requires Tier 2 (Targeted) support, the school implements an



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Individual Support Plan (ISP) / Individual Education Plan / (IEP). The ISP/ IEP is a fluid, school-led document created in collaboration with parents and early years practitioners. It outlines specific, measurable, short-term targets and the exact interventions being deployed.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, an **Individual Education Plan (IEP) / Individual Support Plan (ISP)** will be devised to support the child's individualised learning, and also includes targets which will be reviewed on a termly basis.

The class teacher remains responsible for working with the child on a regular basis for planning and delivering an individualised programme. The class teacher will plan future interventions for the child in discussion with colleagues, supported by the SENDCo who will input in planning future support. The class teacher will remain responsible for planning, delivering and evaluating individualised programmes. Parents will be closely informed of the action and outcomes. Each individual class teacher is responsible for allocating time to work on IEP/ISP targets with pupils in their class who have an IEP/ ISP in addition to quality first teaching which all pupils have an entitlement to receive. Educational Teaching Assistants within class also support pupils at SEND Support either on a one to one basis or within a small group. Additional intervention groups also target some pupils who are working at SEND Support. These are often led by the Educational Teaching Assistants.

Strategies for pupils' progress will be recorded in an Individual Education Plan (IEP) / (ISP) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success criteria
- The outcomes recorded at review

The IEP/ISP will record only that which is different from or additional to the usual differentiated curriculum, and will concentrate on a small number of targets that closely match the pupil's needs. The targets will be shared with the parent. Each time the pupil is working on a target, the appropriate learning objective will be shared with them at the time. Parent's views on their child's progress will be sought. Wherever possible or appropriate the school will involve pupils in reviewing their progress. If, after further consideration, a more sustained level of support is needed, support may be sought from the Cluster group who may suggest further strategies or signpost to different relevant professionals.

N.B The school currently use Individual Education Plans (IEPs) but will be moving to Individual Support Plans (ISPs) during the academic year.

SEND Support (Higher level needs)

Support Plans (Individual Assess Plan Do Review, IAPDR)

Every child on SEND Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance, if a child's needs are more complex or where concerns remain despite sustained intervention and a high level of support, we will use a **Support Plan** (IAPDR) to record outcomes, provision, resource and



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strategies in place in collaboration with parents and relevant outside agencies. External support services will advise on targets for the Support Plan and where appropriate will provide specialist inputs to the support process. The Support Plan will be reviewed termly, as part of the four-part cycle, (Assess, Plan, Do, Review), which ensures that support is constantly being reviewed and adjusted as required as part of a continual graduated approach to SEND support.

Pupils with higher level needs at SEND support are characterised by a sustained level of support and where appropriate, the involvement of external services. The SENDCo after full consultation with parents may seek support and advice from the Cluster group and other external professionals. External support services will advise on targets for their Support Plan and provide specialist inputs to the support process. This level of intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving adapted teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at Early Years curriculum /National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has SEMH needs that often substantially impact on their own learning or that of the group, and this may be despite having an individualised support programme in place.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction needs that impact on the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. The parents will be involved in the whole process. Parental consent will be sought for any additional information required. The resulting Support Plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from specialist teachers/ outreach support services using the single point referral system and the specialist provision referral system.

Tier 3 Specialist Support

Education, Health and Care Assessment of Need

Some children on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education, Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment.



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The school will request an Education, Health and Care (EHC) assessment of need when, despite an individualised programme of sustained intervention within a Support Plan, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND Support and the Support Plan
- The pupil's IEPs /IPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- EYFS/ N.C. assessments against end of year expectations
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

Education Health and Care Plan (EHCP)

An Education, Health and Care Plan will usually be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term outcomes set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a support plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Reviews of EHCP's

EHCP's must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The school will ensure the organisation of these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENDCo



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- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the school considers appropriate
- Any representative of an agency working to provide for the pupil's needs, e.g. CAMHs, SALT, EPs as required

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets
- Review the provision made for the pupil in the context of the EYFS Curriculum/National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the SENDCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

6.Criteria for Exiting the SEN Register

Children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carers at the end of each monitoring cycle. If a child had made good progress, is no longer working below age related expectations and no longer requiring additional support then conversations would be held as to whether they could exit the SEND Register. Any child exiting the SEND register would receive close monitoring to ensure that they did not begin to fall behind and that quality first teaching was meeting their needs

7.Supporting Pupils/Students and Families

We firmly believe in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. We recognise that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. We consider parents of pupils with SEND as valued partners in the process. Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision-making processes affecting them. Through working in partnership with our parents and families we ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about, links with other agencies, MHST parental workshops, SEND community events and transition arrangements. The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA. Our school prospectus is available on our website with details about admissions. The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice.



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8.Supporting Pupils at School with Medical Conditions

We recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have SEND and may have an Education, Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. We recognise that each individual's needs are personal and unique to them and therefore follow the Managing Medical Conditions Policy to support to address their individual needs.

9.Safeguarding Learners with SEND

Our school recognises that Infant and Nursery pupils with Special Educational Needs and Disabilities (SEND) face heightened vulnerabilities and distinct barriers to communicating abuse, neglect, or exploitation. In line with Keeping Children Safe in Education (KCSIE) 2026, staff receive specialised training to identify subtle safeguarding indicators unique to our youngest learners, including risks arising from a greater dependence on adults, the provision of intimate care, and increased isolation. We acknowledge that communication difficulties may prevent a non-verbal or pre-verbal child from understanding or reporting harm. Consequently, staff proactively monitor behavioral changes, multi-disciplinary care interactions, and any use of assistive communication technologies or sensory tools. While routine medical management and allergy plans are handled under our standard medical procedures without automatically triggering a safeguarding response, any suspected link between a child's medical or care needs and an increased risk of abuse or neglect will be acted upon immediately by the Designated Safeguarding Lead (DSL). Reports involving pupils with SEND require close liaison between the Designated Safeguarding Lead and SENDCo. Staff should not assume that indicators of abuse, neglect, bullying or exploitation are attributable to a pupil's SEND, disability, communication needs or medical condition.

Attendance, punctuality and persistent absence data for pupils with SEND is monitored closely to ensure barriers to attendance are identified and addressed at an early stage.

10.Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and there is a continual cycle of review aimed at improving the provision and outcomes for all pupils. There is a continuous cycle of monitoring and evaluation of progress through the four part cycle of Assess, plan, do, review.

As a result of this some pupils may need increased levels of provision and support through a graduated response to meeting their needs, as previously described. Parents' views are sought during the review process which is used to inform future planning.



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Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets
- Evidence generated from IEP, MSP and EHCP review meetings
- Pupil voice sought where appropriate in a child friendly way

The Governing Body will evaluate the success of the policy through, SEND reports to governors and SEND governor visits. In evaluating the success of our policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

11.Resources

Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school



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block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCo to explain the systems and structures in place to support the needs of individual children and young people.

All staff are encouraged to attend training that help them to acquire the skills needed to work with all pupils including pupils with SEND. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEND. As a routine part of staff development, training needs of all staff are assessed and identified through appraisal discussions and a programme of professional development is in place through our school development plan where all staff are encouraged to access professional development. The Governing Body will undertake a similar review of training needs.

The school's SENDCo regularly attends the LA's SENDCO network meetings in order to keep up to date with local and national issues in SEND. The school is part of the local Cluster Group which meet on a regular basis.

We recognise that an inclusive school requires a highly skilled workforce. To achieve this, our professional development strategy directly integrates the government-backed National SEND Training Programme. All nursery and infant staff, including teachers, early years practitioners, and teaching assistants receive regular, evidence-based training on early communication, sensory processing, and adaptive practice to maintain exceptionally high standards of classroom-led inclusion.

12.Roles and Responsibilities

The SEND Governor is Mrs Helen Allen. They monitor the progress of pupils/students with SEND. The school employs 5 support staff who work a mixture of full and part time hours and one HLTA. They carry out a range of roles across the school including general class support, interventions, small group support, send support and one to one support and are line managed by Mrs Nicola Jablonski. They work closely with the class teachers who oversee their work and plan with them. The Designated Teacher for Safeguarding is Mrs Nicola Jablonski.

The member of staff responsible for Looked After Children is Mrs Nicola Jablonski.

The Deputy Designated Safeguarding Leads are Mrs Vicky Sewell, Mrs Sarah Whitehouse and Mrs Vicky Smith.

The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are the Senior Leadership Team. (Mrs Nicola Jablonski, Mrs Caroline Martin, Mrs Vicky Sewell, Mrs Sarah Whitehouse)



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13.Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored electronically on the Local Authority System Liquid Logic and on the school server through a password protected computer. Some information may also be uploaded to CPOMs. See school online safety policy and school confidentiality agreement. When the pupil leaves our school their information is passed on securely to their next school.

14.Reviewing the Policy

Marsden I and N School consider the SEND Policy document to be important and, in conjunction with the Governing Body, undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

15.Accessibility – Statutory Responsibilities

We have a school Accessibility Plan that addresses the improvement of access to:

The curriculum

The physical environment

The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff by emailing the school office on

office@marsdeniandnschool.co.uk

We recognise that there are difficulties with access for wheel chair users and people with physical disabilities to the upper floor of the school. The upper floors of the school provide large hall space and additional intervention rooms. Whilst some of these activities can be adapted and brought downstairs, we realise our aim of equal access would only be fulfilled by alterations to the access of upstairs by means of a lift or other aid. Disabled person's toilet facilities and a changing table are situated off the main entrance to the Foundation Stage Unit. Ramps to the outside have been fitted in line with the Equality Act 2010. At Marsden I and N School we are committed to equal opportunities and inclusion and will therefore take every possible measure to ensure that pupils with disabilities are warmly welcomed into the school and that their needs are met through Special Educational Needs and Disabilities funding or through the school budget. The school will make reasonable adjustments to policies, procedures, practices, the curriculum and the physical environment in accordance with the Equality Act 2010.

16.Dealing with Complaints

We are an inclusive school, which places great emphasis on relationships and wellbeing. We welcome feedback and feel that through a concern being raised and questions asked in an open, honest and friendly way concerns can be addressed informally through a conversation between school and home. It is our goal to resolve any concerns or complaints through a dialogue with a clear outcome. Parents and Carers are encouraged to contact their child's class teacher in the first instance. If this is not appropriate, then the Head Teacher should be contacted. The school's



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complaints procedure is outlined in the school prospectus and the complaints policy, which is available on the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

17. Bullying

At Marsden Infant and Nursery School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND. We see preventing and raising awareness of bullying as a whole school responsibility and do this by providing regular opportunities to teach, discuss and explore what bullying is through circle time, assemblies and also through anti bullying week. We believe that it is the responsibility of every member of the school community to recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our children. Further details can be found in our antibullying policy, behaviour policy and safeguarding policy.

18. Roles

The role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- *Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND. (Assessing the individual child's special needs at the earliest opportunity, either on entry to the class or when the child's work falls consistently below the standard achieved by the rest of the class or when the teacher observes or perceives any difficulty a child is experiencing with school life.)*
- *Involving other relevant people in assessment, such as parents and carers, speech and language therapists, physiotherapists, psychologists, district and practice nurses and social services, in order to ensure as full an understanding of any difficulty and its implications as possible.*
- *Collaborating with the SENDCo to decide the action required to assist the pupil to progress*
- *Working with the SENDCo to collect all available information on the pupil*
- *Develop IEPs for the pupil, in collaboration with the SENDCo, where necessary. The extent of the SENDCo's involvement is at the discretion of the school.*
- *Working with pupils with SEND on a daily basis to deliver the individual programme set out in the IEP, to enable children with special educational needs and disabilities to have full access to a broad and balanced curriculum, including the EYFS and National Curriculum.*
- *Developing constructive relationships with parents*
- *Being involved in the development of the school's SEND policy*
- *To assess and review progress according to the Code of Practice.*
- *To set appropriate targets to ensure success, and promote high self-esteem.*
- *To consult with parents and carers to explain the child's support at school, to co-ordinate work at home and school, to plan strategies and to involve them in the review process.*
- *To ensure a joint working situation with classroom assistants, creating time and space to share ideas together on appropriate support for the child.*



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- *To ensure that any child with special educational needs and disabilities has equal access to facilities within the classroom, the school, and while out on educational visits, to ensure that the child has equal access to the teacher.*
- *To include each child as a member of the class ensuring that they are able to contribute and work alongside and with other children.*
- *To be aware of their own influence and act as a positive role model in their interactions with and attitudes to children.*

The role of the Educational Teaching Assistant

To work with the class teacher and the SENDCo to:

- *assist in the collection and preparation of resources,*
- *support the child in a respectful and discreet manner when working in a variety of situations,*
- *value all work and praise success,*
- *keep records and make observations,*
- *liaise closely with teachers, parents, carers and outside agencies,*
- *develop specific skills relevant to individual children, e.g. learning Makaton or British Sign Language,*
- *Be mindful of the principles of the policy for Special Educational Needs and Disabilities, especially promoting independence, self-esteem, confidence, and ensuring a climate of confidentiality.*

The role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- *Overseeing the day-to-day operation of the policy*
- *Co-ordinating the provision for pupils with SEND*
- *Liaising with and giving advice to fellow teachers*
- *Managing Educational Teaching Assistants*
- *Overseeing pupils' records which relate to their SEND and progress*
- *Liaising with parents*
- *Making a contribution to INSET*
- *Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.*

For effective co-ordination staff must be aware of:

- *The roles of the participants*
- *The procedures to be followed*
- *The responsibility all teachers have in making provision for pupils with SEND*
- *The commitment required by staff to keep the SENDCo well informed about pupils' progress*
- *Mechanisms that exist to allow teachers access to information about pupils with SEND*
- *What exactly constitutes a 'level of concern' and at which point SEND Support is initiated*
- *Mechanisms that exist to alert the SENDCo to such 'levels of concern'*



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- *The procedure by which parents are informed of this concern and the subsequent SEND provision*

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- *Ensuring that provision of a high standard is made for pupils with SEND*
- *Ensuring that pupils with SEND are fully involved in school activities*
- *Having regard to the Code of Practice when carrying out these responsibilities*
- *Being fully involved in developing and subsequently reviewing SEND policy*
- *Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget*

The role of the Head teacher

The head teacher's responsibilities include:

- *The day-to-day management of all aspects of the school including the SEND provision*
- *Keeping the Governing Body well informed about SEND within the school*
- *Working closely with the SENDCo*
- *Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education*

The role of management

- *To ensure that the policy for Special Educational Needs and Disability Policy is a 'live' policy and works in practice, by ensuring those items for the policy are discussed at staff meetings on a regular basis.*
- *To ensure regular monitoring of the strategies and practice and offer appropriate guidance and leadership.*
- *To ensure all staff are aware of the arrangements for children with Special Educational Needs.*
- *To ensure that all staff are given the relevant training.*
- *To ensure that the policy is reviewed in accordance with the school policy overview by the responsible governor, the SENDCo and the Head Teacher, following discussions with the staff. This will be reported to the Governing Body and any appropriate amendments made to ensure the policy works in practice.*
- *To work with the SENDCo and the class teachers in deciding how resources allocated to the school through EHCP's, or from within the school's own budget are to be distributed.*
- *To ensure that the admissions policy is applied to children with Special Educational Needs.*
- *To ensure that complaints are dealt with respectfully, fully informing relevant people of the complaints procedure and complaints policy.*
- *To promote links with local schools, especially Marsden Junior School, in order to ensure continuity of support for children.*
- *To promote links with the local pre-school playgroup and local, private nurseries and child-minders in order to provide continuity for the child and family and to assist in early identification of any Special Educational Needs and Disabilities.*



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19. Early Years Resourcing and Partnerships

We maximise the impact of early intervention by strategically deploying resources from the Inclusive Early Years Fund. These funds are specifically directed toward enhancing our nursery provision, optimising sensory environments, and upskilling staff. We work in close partnership with local health visitors, speech and language therapists, and local authority early years teams to ensure a seamless, multi-agency approach to early intervention.

20. Appendices

See school website for related policies:

SEND information report

Antibullying policy

The LA Guidance – ‘Children & Young People with SEND; Guidance – School Based Support’

The Equality Policy

The Accessibility Plan

The school’s SEND information report on the school website (SEND Report)

The LA Guidance – ‘Children & Young People with SEND; Guidance – School Based Support’

Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

School Safeguarding Policy

The SEND Code of Practice 2014

Managing medical conditions policy

School behaviour policy

Confidentiality policy

Online safety policy

Keeping Children Safe in Education 2026

Working together to Safeguard Children March 2026

Policy Review Date: September 2026

Next Review date: September 2027