Policy Name	SEND policy
Frequency of Review	Annually
Reviewed on:	September 2026
Reviewed by:	Full Governing Body
Next review (date)	September 2027

Special Educational Needs and Disability (SEND) Policy

1. Our Vision and Principles for Special Educational Needs and Disability (SEND)
Morley Memorial Primary School is an inclusive school and we value all members of our community. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical, lettings, accessibility and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (also see curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND policy and SEN Information report.

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

We have high expectations of all our children and aim for children in receipt of additional support to make progress that compares well with the progress made by other children in school.

2. Identifying and Assessing Special Educational Needs and Disability (SEND)
The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEN Code of Practice: 0 to 25 Years)

The progress of every child is monitored termly. Class teachers are continually aware of children's learning and development. If they observe that a child, as recommended by the 2014 Code of Practice, is making significantly less than expected progress, given their age and individual circumstances, or if they have concerns about an area of need (communication and interaction, cognition and learning, sensory or physical, or social and emotional health difficulties) they will raise this as an initial concern with the Special Educational Needs Co-ordinator (SENCO). Where children are identified as not making progress in spite of Quality First Teaching and good attendance, a plan of action is agreed.

Less than expected progress is characterised as:

- being significantly slower than that of their peers starting from the same baseline
- failing to match or better the child's previous rate of progress
- failing to close the attainment gap between the child and expected age related levels of achievement.

Although the school can identify barriers to learning and special educational needs, and make provision to meet those needs, we do not offer a diagnosis. The school does have access to some initial screening checks which we use in conjunction with our assessment procedures.

In addition to this pathway of identifying SEND, any identified SEND shared with us from parents, previous settings or other professionals will be discussed and supported. If parents have concerns regarding a potential additional need, they should discuss this with the class teacher in the first instance.

3. Our Approach to SEND Support: The Graduated Approach (Assess, Plan, Do, Review)
We believe that children usually learn best with the rest of their class. Our aim is for all children to be working independently, in class, and achieving their full potential. Children with SEND and disabilities are entitled to be taught by their teacher. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

In line with the SEN Code of practice, special educational provision is underpinned by high quality teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

In addition to this, children in receipt of SEND support will have a support plan that considers what additional provision (universal, targeted or personalised) support is needed to meet the needs of the child and the target they are working towards.

When allocating enhanced adult support to children, our focus is on needs and outcomes, not hours: we aim to put in sufficient support to enable the child to make good progress but without developing a learned dependence on an adult. Children with SEND will be supported by a year group team and not a named 1:1 adult.

Our 'Assess, Plan, Do, Review' (APDR) is a graduated approach as required in the Code of Practice 2014; each cycle of APDR takes place over a period of approximately 12 weeks.

4. Working in Partnership with Parents and Children
At Morley, we work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved in SEND provision for their child through parents' consultations with the class teacher and through the sharing of support plans. Inquiries about an individual child's progress should be addressed at first to the class teacher since they are the person who knows the child best.

5. Staff Expertise and Professional Development.
All teachers expect to have children with SEND in their classes and are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer professional development and self-study opportunities through guidance, access to in- house or external courses or provision of resources.
Some of our TAs have specific training (e.g. ELKLAN, Makaton, AET) which helps them to support children with specific difficulties. Other TAs have expertise and training in specific interventions whilst others are less experienced in the role. All TAs work with children with SEN and disabilities.

Where we have children joining the school with needs that we are unfamiliar with, we will work with parents, the local authority and other professionals including charities to ensure staff are confident in providing appropriate provision.

7. Governance and Oversight

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Megan Issott. The SENCO (Melissa Ward) and SEND Governor are in regular contact but meet formally once a term. Reports from the meeting are shared with the full governing body.

8. School's SEND Information Report and the Local Offer

In addition to this policy please see our SEND information report which is part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND).

The school's information report (updated at least annually) gives additional information on

- our SEND profile
- how children with SEN are supported; including how teaching, the curriculum and the environment are adapted
- what additional provision is offered
- how we support children with social, emotional and mental health needs
- the admission process for children with SEND
- assessing children for an Education, Health and Care Plan (EHCP)

The school's information report can be found on the school's website.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Cambridge Local Offer is available from the website;

https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/

9. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Where agreement cannot be reached, early resolution of disagreements benefits parents and young people and can avoid unnecessary stress and expense. For further information on any aspect of our provision for children with SEN, including complaints about SEND provision in our school, please contact Melissa Ward, Interim SENCO via the school office. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

10. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non- judgmental attitude throughout the school. This aligns with our duties under the Equality Act 2010 to prevent discrimination, promote equality of opportunity, and foster good relations, as well as making reasonable adjustments for disabled pupils.

Review Framework

The policy will be reviewed annually or sooner in the event of revised legislation or guidance.

Melissa Ward, September 2026