



Inspire Learning, Ignite Curiosity

**Marlow C of E Infant School
Special Education Needs Policy
September 2025**

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education*. It does this by enhancing the delivery of curriculum learning through well focused learning outside the classroom that develops children's knowledge and understanding.

Introduction

At Marlow Church of England Infant School, the emphasis is on a 'whole pupil, whole school' approach. The teaching team takes responsibility for providing all children, including those with special educational needs (SEN), with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

Our aim is to raise aspirations of and expectations for all pupils with SEN by focusing on outcomes for the pupils. This is to be achieved by providing support tailored to fill the 'gaps' in the learning of pupils with SEN. This support aims to allow pupils with SEN to progress at the same rate as pupils without SEN.

The Special Educational Needs Co-ordinator (SENCO) is:

Mrs S Downing

Mrs Downing is also an Assistant Head and a member of the Senior Leadership Team

The Special Educational Needs Governor is:

Mrs C Millar

Either can be contacted through the school office either by telephone: **01628 483983** or by email: **office@marlowinfant.uk**

The SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN. The class teacher continues to have overall responsibility for the progress of the child.

Context

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice (0-25 years) 2014 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice (0-25 years) 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2015
- The National Curriculum in England Key Stage 1 framework document Sept 2013
- Marlow C of E Infant School Child Protection Policy 2025
- Keeping Children Safe in Education (2023)
- Marlow C of E Infant School Accessibility Plan 2023
- Teacher Standards 2012 (2013/2021 updates)
- Early Years Foundation Stage Statutory Framework Sept 2025

Objectives

- To identify and provide for pupils who have special educational and additional needs
- To work within the guidance provided by the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs lead who works within the SEN policy
- To ensure that the SEN policy is implemented consistently by all staff
- To provide support and advice for all staff working with pupils with SEN
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies
- To make full use of all the support agencies that have been made available through the Buckinghamshire Local Authority.

1. Identification of Special Educational Needs

The SEND Code of Practice 2014 emphasises the importance of the early identification of needs and making effective provision for those needs.

The following pages set out the model of Assessment and Provision that Marlow C of E Infant School will provide in line with the SEN Code of Practice:

i Special Educational Needs

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them”. (Page 15)

The Code of Practice goes on to state that:

“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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition” (Page 16)

ii Identification

The SEND Code of Practice 2014 emphasises the importance of the early identification of needs and making effective provision for those needs.

a) Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The broad areas of need are:-

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical needs

b) Identification

At Marlow C of E Infant School, we identify special educational needs within the context of the differentiated curriculum delivered through our first quality teaching. Children are identified as potentially having SEN if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupils’ diverse learning needs (academic or social)
- Overcomes barriers to learning

- Has initiated support within the classroom to assess the level of need
- Accessed advice from the SENCO and members of the SEN team

Any of the following may trigger a concern:

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later
- Records – transferred from another school
- Baseline assessments (EYFS baseline and start of year judgements)
- In-house testing and assessment
- Records of achievement
- Pupil tracking and progress meetings
- Early Years provider when transitioning to Reception

The child (where appropriate) and parent/carer are involved throughout this process.

In identifying children who may have special educational needs we can measure children's progress and attainment by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Standardised screening or assessment tools
- Performance against end of key stage assessment criteria
- Class observations to support any concerns the adults involved in the child's education.
- Limited or no impact from initial first quality teacher and in class interventions

Non-SEN pupils

There are some circumstances where there may be an impact on progress and attainment but where the pupils do not have SEN:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman
- English as an Additional Language (EAL)
- Significant illness e.g cancer

Whilst these are not necessarily a need for a SEN plan, we take pride in ensuring that all pupils have the support they need to progress academically, socially and emotionally. If deemed appropriate support, will be put into place without a SEN plan for an agreed period of time.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Quite often a discussion with parents about the child's understanding in their first language is highly informative. This can give an indication of the child's level of understanding which can then be compared to age related expectations. This is useful information that we might otherwise not be able to attain in school. We can also take advice on how best to support the child through county links.

2. A Graduated Approach to SEN support

As stated previously, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have additional needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

Regular and careful review of the quality of teaching for all pupils, including those at risk of underachievement takes place on an ongoing basis. Monitoring of lesson delivery, marking and feedback scrutiny, half termly progress meetings (involving the Headteacher, SENCO, class teachers and support staff), moderation of assessments, book scrutiny and target reviews are planned methods which are used to ensure that pupils have access to the best possible opportunities for progress. Also included in the progress meetings and appraisal meetings is the review and, where necessary, the identification of methods for improving teachers' understanding of strategies to identify and support vulnerable pupils and of the SEN most frequently encountered.

“Teachers are responsible and accountable for the progress, development and attainment of the pupils in their class, including those pupils who are having provision from support or specialist staff”. (Code of Practice 2014. Page 99)

In line with county policies and guidance, here at Marlow C of E Infant School we operate an 'assess, plan, do, review' cycle in order to monitor and develop progress in areas of difficulty.

i Assess

Children's progress is assessed using high quality formative assessment across the school.

Early Years

During their Reception year pupils are assessed against the age-related bands of the new Early Years curriculum . During this year the assessment methods are:

- Baseline assessments on entry
- Termly assessments in core areas of learning
- Half-termly progress meetings
- Observations
- Keyword monitoring and assessment half termly
- Phonics and reading assessments using Essential Letters and Sounds assessment criteria.
- End of phase phonic assessments
- Language Link (language and understanding) screening programme on all children
- Speech Link assessment if required

Pupils receive significant targeted support in any of the prime areas where they show ongoing difficulty; Communication and Language, Physical Development and Personal and Social. At the end of the Reception year, there may be pupils who, although they have made good progress against their baseline, have not achieved 'a good level of development'. These children will be given additional support on entry to Year 1 to enable them to access the Key Stage 1 curriculum in order to close these gaps before they move on in this curriculum.

Key Stage 1

In Key Stage 1, the summative methods below:

- Baseline assessments and agreement of end of year targets in Reading, Writing, Phonics and Maths at the start of each year
- Salford reading assessment twice yearly

- Termly progress meetings
- Phonics and reading assessments using Essential Letters and Sounds assessment criteria.
- Benchmarking of reading skills when the children reach beyond Orange level
- Keyword monitoring and assessment half termly
- End of phase phonic assessments
- Mock phonics screening twice yearly
- Half termly assessment of Reading, Writing and Maths against National Curriculum objectives – included in the school’s Learning Ladders tracking system

Working below the Key Stage 1 expectations:

- Language Link re-screen or first screen if new to the school
- Speech Link (where appropriate)
- Pre-Key stage descriptors (levels 5-8): these can be used from the spring term in Year 1 if children have not filled in the gaps or are still working towards their Early Learning Goals. Within our Learning Ladders tracking system we have these descriptors ready for children to be assessed against and monitored by.
- If children are performing below the national curriculum and have additional impairments their progress can also be tracked via the Engagement Model. The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:
 - How well their pupils are being engaged in developing new skills, knowledge and concepts in the school’s curriculum
 - How effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans
 - Pupils’ achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs)

The model operates at very early stages of cognitive, physical, social and emotional development. In addition, pupils using this method are likely to experience at least one or more of the following:

- significant sensory impairment
- significant communication impairment
- significant motor impairment
- complex medical needs
- dependencies on technology (including augmentative and alternative communication such as Makaton)

It is likely that if a child is being monitored via the Engagement Model in KS1 then they may have started this in their Reception year to support and track their progress.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn and develop more effectively. Whatever the level of pupils’ difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

If a child’s progress is a concern the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies.

ii Plan

A child is considered to need special educational provision once the teacher and the SENCO have considered all the information gathered from within the school about the pupil’s needs and their progress, alongside national data and expectations of progress.

Throughout the year there are opportunities for parents to meet with teachers. These take the form of 'Meet the Teacher', parent consultations, curriculum evenings and informal meetings either arranged at the request of the parent or at the request of the teacher.

Where there is a concern about a pupil's progress, the class teacher will initially discuss their concerns with parents. This will not necessarily wait until the formal parent consultations. Once initial in-class strategies have been undertaken, and this has resulted in little or no progress, the class teacher will complete an internal cause for concern form which is passed on to the SENCO. Following this and an observation of the child, a look at books and an age-appropriate chat with the child, the SENCO will discuss their thoughts with the class teacher and potentially the Key Stage leader.

As a result of these discussions and reviewing all of the information about the pupil's needs and progress the SENCO will either, monitor the child further over a set period of time whilst offering support to the class teacher about more targeted teacher or in consultation with the class teacher will create a SEN support plan for the child. If the latter is appropriate, the SENCO will make contact with the parents to discuss the next steps.

Filling in a cause for concern does not necessarily mean the child will be put on the SEN register or receive additional support. It may result in recommendations that the teacher has to undertake first to do some additional investigation. This will not be communicated to the parents via the SENCO. The communication for this remains the responsibility of the teacher. The teacher is expected to have looked and used the Ordinary Available Provision document to help and support initial investigations and interventions and they are expected to have investigated a potential sensory difficulty and used a range of movement breaks to assess levels of alertness to name a few initial strategies. A SEN support plan is a structured planning document of the differentiated steps and teaching requirements needed to help the student achieve identified targets and gaps in their learning.

A SEN support plan will focus on up to three or four key individual targets and should include information about:

- A long term aim/target for each area of need
- the 'SMART' short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The objectives in this plan are specifically targeted to meet the pupil's learning needs and aim to fill the gaps in his/her learning. The objectives are set with the class teacher and are measurable and achievable within the time frame.

iii Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teaching room. They will work closely with teaching assistants to assess the impact of support and interventions and ensure links with classroom teaching that they have planned. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

iv Review

The SEN support plan is shared with parents (via the SENCO) and reviewed and updated on a half termly or termly basis. SEN review points are at the end of these school periods:

- Autumn I - review

- Autumn II - review
- Spring II - review
- Summer II - review

Some children, with more complex needs and an EHCP, may only be reviewed once in the autumn term as their stepped progress needs more time to develop and nothing would be gained from a quicker review process. Additionally, when a child joins us with complex needs and potentially no EHCP we may set a much shorter time for the plan, do, review cycle in order to meet their needs.

It is the class teacher who has responsibility for evidencing the progress according to the outcomes described in the plan and setting out the next steps for the following plan.

The SEN support plan is reviewed by the class teacher and any SEN team member working on targets with the child. This can be done collectively to cut down on the individual documents, but it is the responsibility of the teacher to co-ordinate this time. It is the responsibility of the SENCO to collate the reviews from all parties and create the final SEN review document, that will then be shared with parents by the SENCO.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This is all taken into account when deciding the next steps for the SEN support plan.

On reviewing the SEN support plan, the school may consider requesting help from external support services such as those provided by the LA – for example, School Advice Clinics, an educational psychologist or the Pupil Referral Unit, - or by outside agencies such as Speech and Language Therapy, Occupational Therapy or the Community Paediatric Team

This would take place if the pupil:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school;
- has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Additional support

The school has access to a range of advice clinics; ASD, Language, Cognition and Learning, Speech and Language, Occupational Therapy and Educational Psychology. These are booked via a specified booking system operated by Buckinghamshire Council and the child's details are anonymous, unless agreed by the parent that it is appropriate to identify the child. If a child is thought to benefit from a discussion with a particular professional the SENCO will talk to the parents directly. Following consultation; advice will be implemented and further action taken.

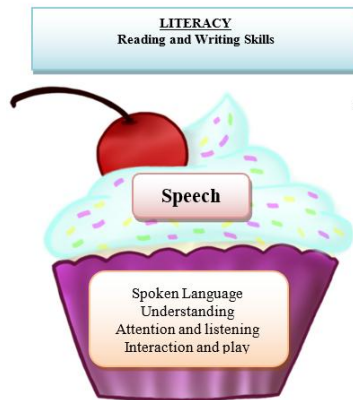
Speech and Language Therapy Support (SALT Support)

If a child is identified as possibly having a speech and language need they will be initially screened using the Language Link Programme. This will identify any difficulties with the child's age-related language needs and an intervention programme will be recommended to follow. All interventions will be carried out by our Specialist SEN Teaching Assistant in KS1 or our Higher Level Teaching Assistant in Reception (depending on which key stage the child is in). If a child is found to have 'severe' difficulties the programme may recommend taking advice from a Language Clinic, whilst in the meantime following the

recommended programmes. If we consider taking advice the right actions for the child, consent will first be sort from the parents/carers.

All Reception children are screened using the Language Link Programme during the Autumn 1 or early Autumn 2 half term of their first term. All recommended interventions run for a duration of 2 terms. Children, who have been identified as having difficulties are rescreened every year and intervention adjusted accordingly. The school is able to rescreen children who originally passed the test who present with difficulties later in the school.

Speech difficulties are able to be assessed using the Speech Link Screen but children need to be screened first using Language Link.



If a child has set targets from an NHS SALT therapist or private therapist, we will follow this advice and continue with our own screening programme around this.

Education, Health and Care plan

The majority of children and young people with SEN or disabilities will have their needs met within our school. However, some children with more significant and long-term SEN needs may require an EHC needs assessment to help their needs to be met in school.

A child can be brought to the Local Authority's attention as possibly requiring an assessment through:-

- a request for an assessment by the school
- a request for an assessment by the parent or
- a referral by another agency e.g. health authority, social services.

At Marlow C of E Infant School if, after we have acted with targeted intervention, followed and implemented advice, the needs of the children remain long term and substantial that they cannot be met effectively with the Ordinarily Available Provision (OAP) we will make an EHCP assessment request.

When a child is brought to the attention of the LA by a request for a statutory assessment, the LA must decide within six weeks whether to carry out such an assessment. More information about the LA's EHCP process can be found here: <https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/help-education-children-and-young-people-special-educational-needs-or-disabilities-send/education-health-and-care-ehc-plans/>

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- evidence that the school has responded appropriately to the requirements of the National Curriculum.

- evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- evidence of action already taken by the child's school to meet and overcome these difficulties
- evidence of the rate and style of the child's progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level

3. Coordinating and managing provision

i The role of the SENCO

The SEN Coordinator is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- managing the SEN register
- liaising with and advising teachers
- leading teaching assistants and learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's Support and Educational Psychology Services, Health and Social Services, and voluntary bodies
- attending appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- working closely with the nominated Special Educational Needs Governor
- monitoring, evaluating and reviewing the special needs budget in relation to provision for individual needs and deployment of support staff.

ii The role of the SEN Governor

The main role of the SEN Governor is to maintain an overview of SEN policy and practice within the school and:

- to be aware of the Local Authority's (LA) policies;
- to attend courses devoted to SEND;
- to be familiar with the SEN Code of Practice and the language of SEN and disability;
- to meet termly with the SENCO to discuss the school's SEN strategy;
- to be aware of the progress that pupils with SEN are making and how this compares with that of pupils without SEN;
- to be aware of the School's Equalities Policy and the extent to which the school is meeting the targets of that plan and making reasonable adjustments for disabled pupils
- to ask about resources from the school budget allocated to SEN and the School's Accessibility Plan
- to be aware of targets related to SEN and accessibility that appear in the school development plan and get involved with monitoring their progress

iii The Role of the SEN Team

The SEN team consists of:

- SENCO
- a Higher Level Teaching assistant;
- a Specialist Support Teaching Assistant and
- 6 Learning Support Assistants.

The SEN team is led by the SENCO.

The role of the Special Educational Needs Team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The team has regard to the Code of Practice and works closely with class teachers in the early recognition, assessment and testing of children.

The SEN Team supports the reviewing of SEN support plans in conjunction with the class teachers. They regularly test and set new targets (long and short term) when appropriate and work with the named children within class, in a group or 1-1 as appropriate.

The main objective of the team is to help pupils to access the rich, broad-based curriculum and to make progress through the National Curriculum by:-

- testing, assessing and reviewing the needs of the individual child
- setting achievable targets in a 'small steps' approach
- working in partnership with child, parent, staff and any relevant outside agency
- giving access to appropriate resources and encouraging independent use
- giving support in the classroom where appropriate
- providing additional encouragement and praise to promote self-esteem, motivation and concentration
- monitoring children
- by using a system of awards (praise, stickers, certificates, special mentions, Records of Achievement, etc) to promote self-esteem
- supporting and nurturing the children to reach their personal best

The SEN team has access to and benefits from a wide range of support services with whom we aim to work in partnership. These include:

- Educational Psychology Service
- Social Services
- School Nursing Team (when children turn 5)
- Speech and Language Therapists
- Cognition and Learning Team
- Occupational Therapy Team
- Community Paediatric Team
- Specialist Teaching Team (Down Syndrome, Vision Impairment Team etc..)
- Pupil Referral Unit (PRU)
- Local nurseries and Pre-schools
- CAMHS (Child and Adolescent Mental Health Services)
- The Local Church and Oxfordshire Diocese
- Police service

iv Role of the Teacher

All those who teach and support pupils with SEN should demonstrate the highest aspirations for them. Teachers are responsible for driving the movement around the four stages of action with the support, guidance and leadership of the SENCO and the school's specialist staff.

The Teaching Standards make it clear that it is a teacher's responsibility to "*adapt teaching to respond to the strengths and needs of **all** pupils*".

The SEN Code of Practice (Sept 2104) states that '*teachers are responsible and accountable for the progress and development of the pupils in their class*'

Teachers should also:

- Contribute to the SEN support plans in consultation with SENCO
- Regularly review SEN targets setting appropriate next steps to form the next plan
- Monitor Progress
- Work with the child on a regular basis to develop a secure relationship and trust
- Identify on planning the deployment of additional support and/or resources

- Be aware of school's SEN Policy

4. Monitoring and Record Keeping

i Monitoring

All interventions carried out by members of the SEN team are monitored at the time of delivery. This allows progress to be tracked and next steps to be noted. Interventions are adapted if necessary as a result of the monitoring, ensuring that the provision is relevant and meeting the needs of the pupils. Weekly SEN team meetings allow progress to be discussed and monitoring to be reviewed.

ii Record keeping

The records kept in school are appropriate for all children. It is important that records for all children are accurate, yet as positive as possible. This is particularly important for children with special needs. The SEN team have a variety of ways of record keeping; using notebooks (which are locked away at the end of the day), word documents on or offline to name a few.

Due to the nature and type of support some children need the active record keeping is not as possible. In this situation the adults with the children with the most need will work closely with the SENCO, class teacher and partner LSA (if appropriate) to share updates verbally to ensure progress appropriate to the age and stage of the child is happening.

iii Special Educational Needs (Class folders)

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within their class. The SEN section of the class folder includes a list of the SEN children in the class, any medical/diagnosis information/reports relating to the child and current SEN plans. This is confidential and should be stored securely overnight or at the weekend. If the teacher is away, this information should be offered to the supply teacher. It is important that the class TA has access to this folder.

iv Other Records

Teachers (and SEN teaching assistants) may keep anecdotal records, which are part of their continuous assessment.

- Individual records of support work kept by the support teacher
- Records of children who are working on specific programmes
- Reading record sheets
- Examples of work – see records of achievement and assessment folders
- Annotations on plans
- Hand over notes to shared support of children

Most of these records are part of continuous assessment. It is also important that results of formal testing, such as end of Key Stage statutory assessments and termly assessments are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him/her make progress. They should be passed on at the end of the academic year to the next teacher or new school. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency such as the Schools' Psychology Service. This information must be accessible both in terms of its location and its content to parents and all support agencies. (See the school assessment policy.)

v 1:1 Support

When it has been agreed that a child needs 1:1 support on most occasions this will be 1:1 support within the classroom on specific days and times. On rare occasions, it is appropriate for a child to be educated outside of the classroom in a quiet space. When this happens, the child remains the responsibility of the class teacher and they will provide access to learning and tasks for the child to complete. Senior Leaders

and other available adults will ensure the 1:1 TA/LSA has the appropriate breaks and pastoral support. The child will be integrated back into the classroom when it is appropriate. At every point the parent/carer of the child will be informed. The aim is always that the child returns to the classroom.

All safeguarding procedures are followed to keep both child and adult safe. (Please see our Child Protection Policy)

5. Training and Resources

The SENCO is responsible for ordering, maintaining and organising resources and for ensuring that all staff are aware of the resources available. Each year the SENCO allocates the financial resources to cover the provision to meet the needs of the pupils.

Training for teachers and support staff is identified through the appraisal process. Training takes place during INSET, staff meetings, courses provided by external providers either on site or off site.

The SENCO attends area SENCO network meetings in order to keep up to date with local and national updates in SEND. Local SENCOs, in the surrounding areas, also meet regularly to share good practice and support each other.

6. Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the class teacher straight away. Updated class medical information is passed onto the teacher and kept, where relevant, in the class SEN file.

However, a medical diagnosis or a disability does not necessarily imply a SEN need. It is the child's educational needs, and a barrier to their learning, rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

7. Partnerships

i Partnership with Parent/Carers (all those with parental responsibility)

We actively encourage all of our parents to support their child through modelling positive approaches and giving timely and effective guidance by providing user-friendly information and effective communication. However, all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communication effective staff should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents' be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents, to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action. This will be the class teacher in most cases.

Parents also have a responsibility to communicate effectively with professionals to support their child's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- fulfil their obligations under home-school agreements which set out the expectations of both sides.

ii Partnership with Pupils

At Marlow C of E Infant School, we aim to include children in discussions about their learning regularly. However, given their age and depending on their learning needs the input can vary. At this stage, information talks with trusted adults give us invaluable knowledge of how they feel about their learning.

A child's views are always considered when, applying for an EHCP and in preparation for an EHCP annual review. This can be achieved through pictures, videos, Makaton or written means and will outline the child's thoughts and feelings about their learning.

Simple questionnaires are used to gauge overall thoughts and feelings about a child's learning and school experience and can be used when we are investigating difficulties or when additional funding support is being sought.

iii Partnership with Other Schools

The school liaises with our feeder Junior school in order to ensure the easiest possible transition is made. Planning for transition for some pupils may start working with parents as early as the Autumn term of the academic year before the child is due to transfer to Junior school.

The Year 2 teachers and the SENCO discuss each child to ensure that all relevant information is passed on. Occasionally, a child may need to visit their next school more often in order to prepare more fully. This will be organised with the SENCO and or class teachers, as and when it is needed. We make flexible arrangements to ensure a successful transition. All records – assessments, SEN records/SEN Support Plans/reviews are passed on in paper form and through discussion.

There are some cases where a more detailed handover is required and this is known as a transition review and will involve the SENCO from the new school, the new class teacher (if possible), the child's parents, the current class teacher, the current SENCO and possibly the Head Teacher (if required). Not all SEN children will require this level of transition.

Where a need for a different junior school placement has been identified, due to the child's Special Educational Needs, and where that child has an EHC plan, a meeting will be held in Year 1 (or as soon as it is clear that our school is not the correct setting for the child). This meeting involves the adults working with the children and the parents/carers. This more formal meeting should not be the first time parents/carers are hearing about a new educational setting. Instead it will be the end of longer discussions around what is best for the child to reach its full potential. This decision is then brought to the attention of LA. t

When a child transfers to another school, special school or unit, records are forwarded within 5 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational progress. An acknowledgement that the new school has received these files is vital for our safeguarding records. If a safeguarding conversation is needed the DSL, will arrange this and document the discussion with the new school.

Electively Home Educated (SEN children)

On very rare occasions, parents may decide that the support their child needs is to be home educated. It is vital that, as a school, we talk on many occasions with the parents/carers to support in any way we can whilst the child is in school, even if he/she is on a reduced timetable.

The school will offer advice and support both child and parents alike. Our aim is to do everything we can to ensure the child stays in school whilst listening very carefully to the parents wishes. Whilst this process is happening the school will liaise with county officers, Exclusion and Integration Team (if a reduced time table is in place) and any specialty teachers or clinics we collectively think is required.

If, despite the school's efforts, the parents/carers decide to home educate; the school will need to receive this in writing and inform the necessary teams at county level, especially ELE (Elective Home Educated) Officer. By doing this we ensure that Buckinghamshire Council teams know and keep in touch with the family to ensure the child remains safe.

In some circumstances it is necessary to involve the county safeguarding teams to ensure the child is kept safe. All potential safeguarding records will be kept by the last school the child attended. Please see the school's Child Protection Policy for details.

Further advice can be found:

<https://familyinfo.buckinghamshire.gov.uk/education-and-learning/elective-home-education/#:~:text=Parents%20or%20carers%20may%20decide,key%20aspect%20of%20parental%20choice.>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791527/Elective_home_education_guidance_for_LAv2.0.pdf

8. Complaints Procedure

In line with the school's complaints policy, parents/carers are asked to speak first to the class teacher, then the SENCO and then the Headteacher. If they feel that their complaint has not been dealt with appropriately then they should write to the Chair of Governors.

9. Evaluation of Success

The evaluation of the success of this policy requires evidence of:

- How far the aims and objectives of the policy have been met;
- How effective the SEN provision has been in meeting the needs the needs of the pupils;
- How well the resources have been allocated;
- How early SEN has been identified;
- How well the SEN pupils have progressed in relation to their starting points and when compared to pupils without SEN
- Increased parental and pupil involvement.

10. Policy review

This policy will be reviewed annually

Date reviewed: September 2025

Date of next review: September 2026