



## **Special Educational Needs and Disability Policy 2025-2026**

**Head Teacher:** Lynn Briers

**SENDCo:** Sophie Bird (Maternity leave)

Acting Henrietta Pelling sendcomailbox@matchborough.worcs.sch.uk

**School Governor for SEND:** Angela Heighway

**Office:** [office@matchborough.worcs.sch.uk](mailto:office@matchborough.worcs.sch.uk)/01527 883880

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (June 2014 and updates January 2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

It has been written with reference to the following guidance, documents and policies:

- DFE Equality Act 2010: advice for schools May 2014  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- SEND Code of Practice 0-25 January 2015
- SEND Information Report Regulations (2014)
- DFE Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (updates August 2017)  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013  
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
- Professionals Teachers Standards Framework 2012 (updated 2021)  
<https://www.gov.uk/government/publications/teachers-standards>
- MFSA Safeguarding Policy
- MFSA Accessibility Plan
- MFSA Anti-bullying Policy
- MFSA SEND Information Report 2025-2026

This policy has been created by the school's SENDCo with the SEND Governor and Governors in liaison with the SLT and all staff. This policy is available on the school website for parents and pupils under key information

[www.matchboroughfirst.org.uk](http://www.matchboroughfirst.org.uk), as are any of the above school policies.

### **Introduction**

Matchborough First School Academy is a two-form entry school, with a Nursery which has the capacity for 30 children. The school hosts a Language Class for up to 11 pupils, commissioned by the Local Authority.

### **Aims and Objectives**

Matchborough First School Academy is an inclusive school that doesn't discriminate and ensures that each child is treated with dignity and respect, regardless of ability. We embrace the concept of equality and opportunity for all children wherever possible regardless of gender, disability, medical needs, race, faith or culture and the school strives to help all children reach their full potential. All children are supported to have high aspirations and expectations in a caring and inclusive environment.



The school supports staff to develop flexibility in their teaching styles and to understand different learning styles and abilities of individuals within a creative, broad, balanced, and differentiated curriculum in order that all children have access to learning.

At Matchborough First School Academy, we aim to:

- Identify and provide for pupils who have SEN and Disabilities
- Work within the guidance provided in the SEND Code of Practice, January 2015
- Operate a “whole pupil, whole school” approach to the management and provision of support for SEN and Disabilities
- Provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Provide support and advice for all staff working with SEND pupils
- Support parents and their children with SEND

### **Definition of SEND**

SEND has four areas:

- Communication and Interaction (C&I)
- Cognition and learning (C&L)
- Sensory and/or physical need (PD/Sensory)
- Social, emotional and mental health (SEMH)

These four broad areas give an overview of the range of needs that we, as a school, plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

### **Identifying SEND**

Within our school a “special educational need and /or disability” is identified when a child is experiencing **significant** difficulty accessing the curriculum, making significantly less progress than the majority of their peer group or their difficulty is greatly hampering their progress. These children are classified as being at Wave 3 and require highly tailored support, alongside the specific additional interventions (Wave 2) and high quality inclusive teaching (Wave 1) available for all pupils. More information about the Waves of Support can be found in the school’s SEND Information Report 2024-2025 or in Worcestershire’s Local Offer at <http://www.worcestershire.gov.uk/sendlocaloffer>.

It is important to note that many factors may impact upon a child’s progress and attainment with their learning but these in themselves do not necessarily indicate that a child has SEND. Schools are allowed to make reasonable adjustments to account for low achievement because of difficulties encountered in specific areas:-

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being adopted
- Being a child of Servicemen/women
- Being a part of a traveller community (GRT)

Behaviour, on its own, is not a SEND. At Matchborough First School Academy, we acknowledge that behaviour is a response to their needs not being met effectively. Focus is placed on the underlying reasons for the behaviour, as children who are taught and nurtured effectively find it easier to control their behaviour appropriately.

## **A Graduated Approach to SEND Support**

This process is known as the **ASSESS-PLAN-DO-REVIEW CYCLE** and may be considered where evidence shows a lack of progress. This involves the teacher and SENDCo considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This includes reviewing and improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND through Continuous Professional Development (CPD). The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

### **SEND Support**

When children have been identified as having SEND, they will be placed on the schools SEND Register and an **Individual Passport and Provision Map** will be written by the class teacher, supported by the SENDCo. Provision maps will have **SMART** targets measured over a timed period as part of the **Assess-Plan-Do-Review Cycle**. There may be external agencies and professionals involved with these children.

### **Pupil Passports**

Children with SEND will have a Pupil Passport. These passports will be written by the child with the teacher and their parents and are used to inform people, at a glance, of the child's needs, strengths, wishes and concerns. They are a working document and can be updated at anytime. They are an excellent tool when pupils' transfer into another class and setting. They state long term targets.

### **Individual Provision Maps**

All children with SEND will have a provision map. All targets will be **Specific Measured Achievable Realistic Timed**. The provision maps will follow the **Assess-Plan-Do-Review cycle**. At all times children and their parents will be involved in their target setting and review meetings. Provision maps will be reviewed at least termly.

### **Education and Health Care Plans (EHCP)**

A very small minority of children may require an EHCP or enter school with one in place. School may request with the parents an EHCP assessment by the Local Authority; parents themselves can also request an EHCP assessment by the Local Authority. These children will already have outside agencies and professionals involved with them.

Where a request for an EHCP is made, there must be strong evidence that the **Assess –Plan-Do-Review Cycle** has been in place and that there is little or no progress being made in the child's learning within the school and that there is a significant educational need.

When an EHCP consideration request is made, parents, children and professionals will all be involved. The Local Authority will then decide whether to make a full assessment following strict guidelines about the procedure, length of time this takes and parental guidance.

[http://www.worcestershire.gov.uk/info/20613/send\\_school\\_provision\\_and\\_education\\_health\\_care\\_plans\\_ehcp](http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp)

Once finalised, an EHCP plan will outline the needs of the child and will have long term and annual targets. Children with an EHCP will have an Individual provision map and a formal Annual Review.

### **Annual Reviews**

All children with an EHCP will have an Annual Review. This is a formal meeting to discuss progress and provision, to review targets and to make recommendations. This meeting is for all people involved with the child and the child themselves.

Children in the Language Class will also have an annual review even though they may not have an EHCP, as it is important that their progress and needs are informed to the Local Authority by the school.

### **Parent/Carer and Child Involvement**

Parents/Carers and children will always be involved with their children's education and the SEND process:

#### **Parents/Carers Voice:**

- To play a key role in enabling children with SEND to achieve their potential
- By understanding that they hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them
- To be treated as partners and supported to play an active and valued role in their child's education, setting targets and supporting their achievements
- To engage with professionals

#### **Child's Voice**

- They have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained
- They will be encouraged to take part in decision making and contribute to the assessment of their needs, their reviews and transitions
- They will be supported to work with professionals and to voice their concerns and opinions to them

### **The Graduated Response for Nursery Children**

Nursery children with an SEND need will be assessed against a graduated level of support outlined by the authority and which is dependent upon the child's level of need.

Nursery children who have SEND may be eligible to access extra funding in Nursery if the need is felt to be considerable. These children may also enter Reception from Nurseries at Graduated Response and may be eligible for Top-Up Funding, if available.

### **Roles and Responsibilities**

#### **Governing Body**

The Governing body must do its best to ensure that the necessary provision is made for any pupil who has SEND. This includes ensuring that staff are aware of pupils with SEND and that they make provision for these pupils appropriately. They must also ensure that teachers are aware of the importance of identifying pupils with SEND.

#### **Headteacher**

The Headteacher has responsibility for the operation and implementation of the school's SEND policy and for overseeing the co-ordination of provision for pupils with SEND.

#### **Special Needs and Disabilities Co-ordinator (SENDCo)**

The key responsibilities of the SENDCo are overseeing the day-to-day operation of the school's SEND policy and practice and co-ordinating provision for children with SEND. This includes:

- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND, including Provision Maps
- Monitoring intervention groups and support staff leading groups
- Liaising with parents and carers of children with SEND
- Supporting children and staff for transition
- Contributing to in service training and updating staff
- Induction & supporting of new staff
- Supporting TAs
- Liaising with external agencies
- Looking at progress and data
- Attending SENDCo network Meetings

### **Language Class Teacher**

The Language Unit Teacher is responsible for overseeing the education and catering for the Communication and Interaction needs of the children placed within the Language Class.

### **Class Teachers**

All class teachers have the responsibility for catering for the needs of all the learners in the classroom, including those identified as having SEND, through high quality inclusive teaching. This will involve differentiating their learning so that all children have the opportunity to enjoy and achieve. If regardless of this, a child is not making the expected progress, they are responsible for raising concerns about children who they consider may have SEND. Class teachers will write the Provision Maps for the children in their class seeking advice from the SENDCo as necessary. Teachers will support TAs where materials and resources need to be made and adapted. Class teachers will keep the SENDCo and child's parents or carers informed of the child's progress.

### **Teaching Assistants**

Teaching Assistants will support children with SEND through delivering differentiated teacher planned activities where required, **which must be evident on the planning**. Teaching assistants may lead intervention groups delivered outside the classroom to address a range of specific needs. They will be expected to adapt materials to suit the child's needs where they are a keyworker for the child/children.

### **Outside agencies that may be consulted may include:**

- Learning support services - Chadsgrove Alliance **LST**
- Behaviour support services - The Beacon PRU **BST**
- Speech and Language Therapy – Catshill, The Dock **SaLT**
- Educational Psychology service - **EP school's and the LA's**
- Chadsgrove Physical Disabilities Team – **PD Outreach**
- Hearing and Visually Impaired Service - **HISS/VISS**
- Early Years Team /Area SENDCo
- Complex Communication Needs Team - **CCN**
- Integrated Services for Looked After Children - **ISL**

This list is not exhaustive and a child may have more than one agency involved with them including medical agencies. School may buy in commissioned services themselves or buy in services supplied by the Local Authority

### **Criteria for Evaluating the Success of the SEND Policy**

- The policy will be adhered to by all staff
- Children with SEND will be identified as early as possible
- Children with SEND will make progress and this will be monitored through Provision Map reviews and the school's assessment data
- Everyone will support inclusion and work together to ensure all children reach their full potential
- School staff, parents/carers and pupils will share common goals

### **Criteria for exiting SEND register**

In discussion with parents, children and agencies involved with the child, where there is no longer an educational need, children who are at SEND support will be removed from the register. Their progress will continue to be monitored and where appropriate, they will be supported with Wave 2 interventions.

Where a child no longer requires an EHCP, a recommendation will be made at the Annual Review or EHCP conversion meeting and the child will be stepped down to SEND support.



Some children who have had a need but are no longer on the SEND register may continue to have a Pupil Passport to highlight needs they continue to have or staff need to be aware of.

### **Supporting pupils with medical conditions**

The school recognises that pupils 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 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 SEN and may have an EHCP, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice. Children with medical needs, which impact significantly upon their everyday life in school, will have a Care Plan. They may have a Risk Assessment and they may have a Personal Evacuation Exit Plan. These will be updated when there is change and/or annually.

### **Monitoring and evaluation of SEND/Training and Resources**

The SENDCo is responsible for keeping staff updated in changes of policy and practice through:

- Regular Senior Leadership meetings and staff meetings
- Attending and giving relevant training
- Attending network meetings and pyramid SENDCo meetings
- Liaising and working with external agencies
- Attending Local Authority meetings
- Liaising with school Governors

### **Storing and managing information**

All information about a child is confidential and safeguarded by the Data Protection Act unless there is a safeguarding issue. The SENDCo has hard copies of all documents sent to school about a child which are kept in a personal file in a locked cupboard. Teachers are expected to ensure that TAs working with children in their class are kept up to date with new information.

When a child moves through the school, information is shared in order to provide a smooth transition for the child. When a child leaves the school, SEND files are delivered to the next setting or sent by recorded delivery. Parents are encouraged to ask medical professionals to copy school into information as it helps school to support the child appropriately.

### **The Language Class at Matchborough First School Academy**

The Language Class at MFSA is very much part of the life of the whole school. The class has its own staffing and admissions criteria, as set by SEND Services.

Children who attend the Language Class are recommended a place by SEND services. SEND Services, Speech therapists and the Headteacher meet termly to prioritise and allocate places.

#### **Placement**

Children have a full-time placement. For the first term they are dual registered with their catchment school.

#### **Staffing**

- A fulltime teacher or equivalent (e.g. job share)
- A fulltime TA
- A speech and language therapist for the equivalent of 1.5 days a week

## **Admissions**

Children selected to attend the Language Class:

- May enter at the beginning of Reception where deemed appropriate by SEND Services and/or throughout the year or from different year groups
- Will have SEND support, with Communication and Language as their primary need
- Must have the potential to return to a mainstream setting
- Will leave at the end of year 4 at the latest
- Will be part of an 11 place class

The provision within the Language Class will be as follows:

- Staff follow the SEND Code of Practice 0-25
- Children will have a Pupil Passport
- Children will have an Individual Provision map which is reviewed termly
- Children will have an Annual Review
- Staff work closely with the Speech and Language Therapist to support the delivery of programs
- Staff work closely with Parents and Carers and keep them informed
- Staff work closely with other agencies where appropriate
- All children follow a broad, balanced and differentiated curriculum and will be supported with personalised learning
- Staff work closely with receiving schools to support sensitive transitions

## **Assessment**

- A variety of assessments will be used depending upon the child's age and ability, as used within the mainstream setting
- Staff will also use an annual SaLT assessment to show progress in speech, language and communication

## **Inclusion**

- Children are included in mainstream lessons and extra-curricular activities where appropriate. Staff work with teachers to help support the Language Class children who are accessing mainstream lessons

## **Accessibility**

### **Statutory Responsibilities**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

It is part of the school's ethos that there should be no barriers to learning for all children. All classrooms should follow a dyslexia friendly environment; should have a visual timetable; should use ICT to support learning and the recording of work where appropriate.

The physical environment of the school provides easy wheelchair access. There are no stairs in the school apart from the mezzanine area in Reception. Doorways are wide and there are few gradients. If children find areas hard to manage they would be supported by keyworkers. Children are supported at lunchtime and have easier access tables. The school has bathroom changing areas and two disabled toilets. There are disabled parking spaces in the staff carpark to which parents/carers can apply for permission to use if they have a disabled permit.



Classrooms and teachers should accommodate access and use adapted furniture, aids and tools to enable children with a disability to function without discrimination. New buildings planned will be done in light of full access for all

children. The Mezzanine area has been risk assessed and there is an evacuation chair for which staff are trained to use. Individual children's use of the area who have a disability are overseen by professionals involved with the child who support school in their access arrangements.

Much of the schools information is now on the schools website. Parents and children will also receive e-mail copies of curriculum newsletters and other information about clubs and extra-curricular events to which all children are included.

**Dealing with complaints**

If Parents/Carers have concerns, the first step should always be to discuss these with the class teacher. The SENDCo and Head teacher will become involved on request of the teacher and/or the Parent/Carers and are available for parents to phone/email via the office or to make an appointment.

For further support, Parents/Carers are able to access independent and neutral advice through the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). Further information about SENDIASS and their contact details can be found through <http://www.worcestershire.gov.uk/sendlocaloffer>.

More information is available in the schools Complaints Policy.