Special Educational Needs and Disabilities (SEND) Policy

Mary Webb School and Science College

Written by:	**Approved by:**
Ms S Keeling, Head of Personalised Learning (SENCo)	The Governing Board
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Contents

1. Aims and objectives 2
2. Vision and values 2
3. Legislation and guidance 3
4. Definitions 3
5. Roles and responsibilities 5
6. SEN information report 8
7. Our approach to SEND support 8
8. Expertise and training of staff 10
9. Links with external professional agencies 11
10. Complaints about SEND provision 11
11. Monitoring and evaluation arrangements 12
12. Links with other policies and documents 12

1. Aims and objectives

Mary Webb School and Science College is dedicated to ensuring that students with SEND are supported in achieving their best outcomes—academically, socially, and personally—so that they can thrive within our community and beyond. At Mary Webb School, we nurture a community where students with special educational needs and disabilities grow with **resilience**, empowered by a **supportive** environment. We cultivate a culture of **respect** for all individuals and encourage a **curious** mindset that inspires lifelong learning and development.

The school will have regard to the SEND Code of Practice (2015), particularly the principles of participation, early identification, high aspirations, preparing for adulthood and person-centred planning.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Mary Webb School and Science College aims to be a fully inclusive school which supports diversity and welcomes students with a range of special educational needs and disabilities.

The aims of our policy and practice are to:

- raise achievement
- promote inclusive education and ensure that all students are offered high-quality teaching that gives them access to a broad, balanced and relevant curriculum
- allocate resources to support all students' needs, especially those with literacy and numeracy needs and SEMH
- recognise that all teachers are teachers of special educational needs and deliver a strong universal offer which is needed for some but beneficial to all
- put in place systems to ensure that, if students are not making progress, their needs are identified as early as possible
- initiate intervention programmes that are based on evidence of need and follow a 'graduated response'
- operate a system of record-keeping and regularly monitor the progress of each student and the effectiveness of interventions
- devise effective lines of communication between all involved, working in partnership with staff, parents/carers, students, governors and other agencies to co-produce policy and practice.

2. Vision and values

At Mary Webb School and Science College, our vision is to ensure that every student, regardless of their special educational needs or disabilities (SEND), is given the opportunity to achieve their full potential and thrive within an inclusive and supportive environment. We aim to remove barriers to learning, provide individualised support, and nurture the academic, social, and emotional development of all our students. Our goal is to empower students with SEND to become confident, independent learners who can succeed both in school and as they journey into adulthood.

The core values that underpin our approach to SEND provision include:

Inclusivity: Every student has a right to access a broad, balanced, and ambitious curriculum. This is achieved through high-quality teaching that is adapted to meet individual needs.

Collaboration: We believe in working closely with parents/carers, specialists, and the students themselves to ensure a holistic approach to support. Working in partnership and co-production are at the heart of successful SEND provision.

Equity and Opportunity: We strive to ensure that our SEND provision promotes equality, allowing students to participate fully in the life of the school and beyond. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment.

Aspiration: We maintain high expectations for every student and are committed to helping students with SEND reach the best possible outcomes. We believe in celebrating progress in all areas of their development.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the special educational needs (SEND) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out their responsibilities for students with SEND
- The School Admissions Policy, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Definitions

4.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.

Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

5.1 The SENCo

The SENCo at Mary Webb School and Science College is Ms S Keeling.

Contact: 01743 792100 or via email: sarah.keeling@marywebbschool.com.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential Post-16 providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out.

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

5.3 The SEND link governor

The link governor with responsibility for SEND is Mr G Rogers.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision through termly focus visits and update the governing board on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

5.4 The Headteacher

The Headteacher will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class teachers

High-quality, inclusive teaching is the first response to emerging needs. Teachers are responsible for implementing the school's Ordinarily Available Inclusive Provision before additional SEND interventions are considered.

Each class teacher is responsible for:

- Planning and providing high-quality adaptive teaching that is scaffolded to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the student and the school
    - Listen to the parents' concerns and agree their aspirations for the student

5.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will consider the views of the parent or carer in any decisions made about the student.

5.7 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be considered in making decisions that affect them, whenever possible.

6. SEN information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Mary Webb School and Science College's SEN Information Report can be found here: SEND-InformationReport

7. Our approach to SEND support

7.1 Identifying students with SEND and assessing their needs

We are committed to the early identification and intervention for children with SEND.

We obtain information from a variety of sources including a child's parents or carers and the previous schools the child may have attended.

Prior to transition to secondary school, the SENCo or Personalised Learning Lead visits each primary school to gather information and meet with primary SENCos, teachers and students.

On admission to Mary Webb School and Science College all students are screened using the New Group Reading (Sentence and Comprehension Completion) Test, a Diagnostic Spelling Test and the SPARX Reader. They also undertake CAT4 testing. Where required, students may undertake Dyslexia Screening or Phonics Screening to identify and qualify literacy needs or a DASH (Detailed Assessment of Speed of Handwriting) assessment to evaluate their handwriting ability.

Interventions follow the guidelines outlined in the Code of Practice of 'assess, plan, do and review'. This graduated response recognises that there is a continuum of need which is different for all students. The provision of interventions across the school is co-ordinated by the SENCO.

Assessing the needs of children whose first language is not English requires particular care. A child's performance should be evaluated carefully to establish whether a lack of progress is due to limitations in their

command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND.

Access arrangements for examinations are organised jointly by the SENCo and Examinations Officer and implemented in line with JCQ guidelines. Students must always have a history of need, and any special arrangements must reflect the student's normal way of working. Not all students with SEND will qualify for access arrangements.

7.2 Consulting and involving students and parents

Mary Webb School and Science College ensure that the student and their parents/carers are at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record.

We will formally notify parents if it is decided that a student will receive special educational provision.

7.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach. This is illustrated in Appendix 1: 'SEND Identification and Provision Pathway: Graduated Response'.

1. **Assess**

In collaboration with the student's teachers, the SENCo will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the student, the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Go4Schools, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The student's subject teachers retain overall responsibility for their progress.

Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCo will support teachers in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The SENCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

7.4 Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

7.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires e.g. Strengths and Difficulties Questionnaire
- Monitoring by the SENCo
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

Attendance concerns for pupils with SEND will be investigated carefully to identify whether unmet need, anxiety, sensory needs, communication difficulties or other barriers may be contributing factors.

8. Expertise and training of staff

All staff have opportunities for Continued Professional Development (CPD). Specific SEND training at whole school level takes place at regular and appropriate times within the annual CPD plan. All teaching staff are expected to be familiar with Chapter 6 of the SEND Code of Practice and receive regular updates and training on their responsibilities for pupils with SEND.

The SENCo provides training in line with the priorities identified in the School Improvement Plan to all staff or groups of staff as appropriate. This includes

- Regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation
- 'Focus on SEND' updates to share specific information regarding individual students or specific needs
- The SENCo attending relevant training and disseminating the information to all staff as appropriate
- An induction procedure for Early Careers Teachers and new staff
- Allocated training sessions on SEND for Associate Teachers
- Briefings on the school's policy and procedures for SEND

9. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Specialist teachers or advisory services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (BeeU)
- Education welfare officers
- Early Help
- Virtual School
- Children's Disability Team
- Specialist nursing teams e.g. Children's Diabetes Team
- Hospital Teaching Service
- Social services
- Autism West Midlands

10. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in writing. They will be handled in line with the school's complaints policy: Complaints procedure

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, contact Shropshire's Information, Advice and Support Service (IASS): Information, Advice and Support Service (IASS) | Shropshire Council

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

The school leadership team and governing body will, on an annual basis, consider a report, presented by the SENCo, on the effectiveness of the SEND policy and SEND Information Report.

The Personalised Learning Department reviews the effectiveness of the policy and has its own annual curriculum development planning cycle, which is integrated into the whole school improvement plan.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents/carers

11.2 Monitoring the policy

This policy will be reviewed by Ms S Keeling **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

12. Links with other policies and documents

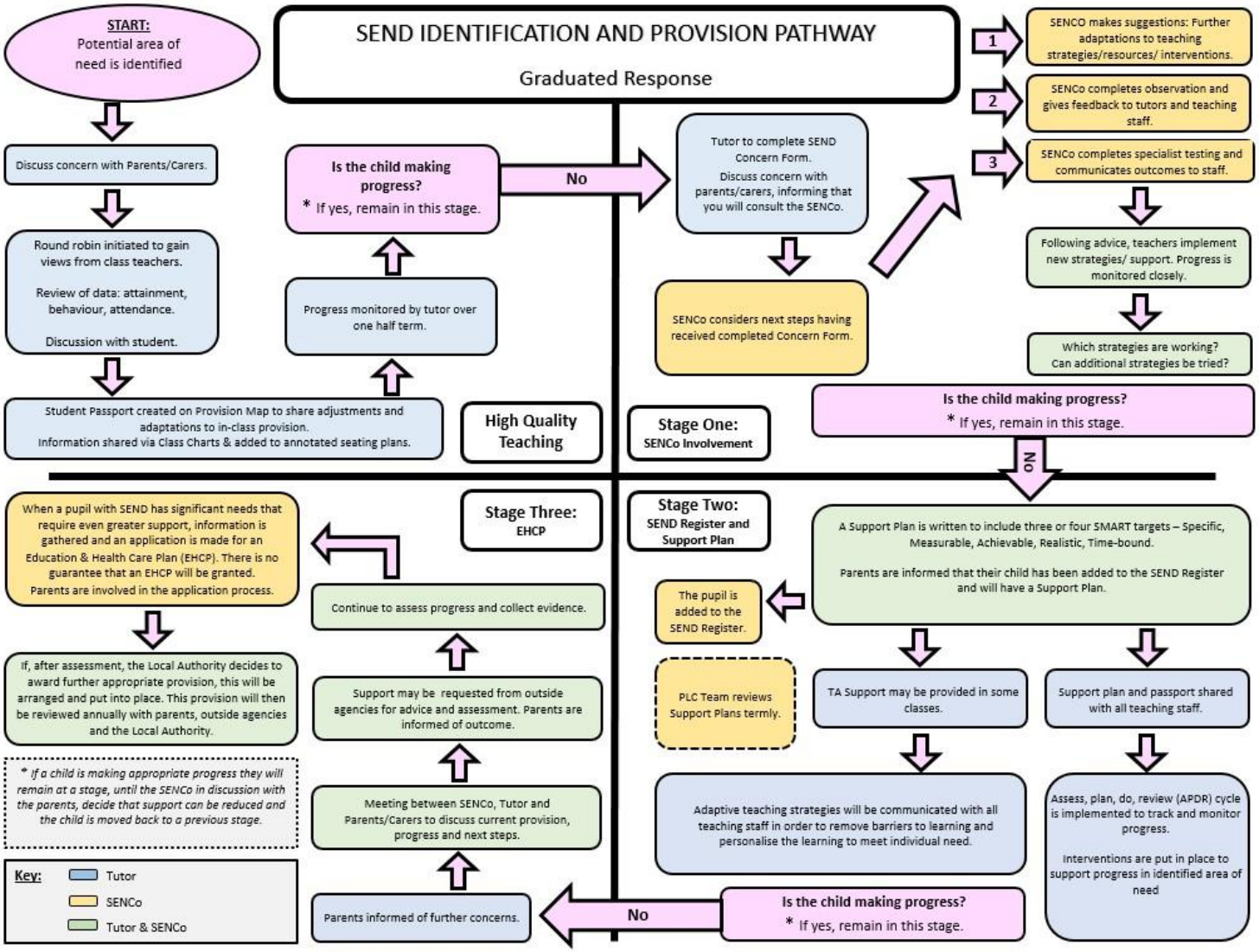
This policy links to the following documents

- SEN information report: SEND-Information-Report
- Accessibility policy and plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
-

School policies can be accessed here: Statutory Documents & Policies - Mary Webb School & Science College

Please also see the Shropshire Local Offer: The SEND local offer | Shropshire Council

Appendix 1


START:
Potential area of need is identified
SEND IDENTIFICATION AND PROVISION PATHWAY
Graduated Response
Discuss concern with Parents/Carers.
Round robin initiated to gain views from class teachers.
Review of data: attainment, behaviour, attendance.
Discussion with student.
Student Passport created on Provision Map to share adjustments and adaptations to in-class provision.
Information shared via Class Charts & added to annotated seating plans.
High Quality Teaching
Is the child making progress?
* If yes, remain in this stage.
Progress monitored by tutor over one half term.
No
Tutor to complete SEND Concern Form.
Discuss concern with parents/carers, informing that you will consult the SENCo.
SENCo considers next steps having received completed Concern Form.
Stage One:
SENCo Involvement
1
SENCO makes suggestions: Further adaptations to teaching strategies/resources/ interventions.
2
SENCo completes observation and gives feedback to tutors and teaching staff.
3
SENCo completes specialist testing and communicates outcomes to staff.
Following advice, teachers implement new strategies/ support. Progress is monitored closely.
Which strategies are working? Can additional strategies be tried?
Is the child making progress?
* If yes, remain in this stage.
No
Stage Two:
SEND Register and Support Plan
A Support Plan is written to include three or four SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound.
Parents are informed that their child has been added to the SEND Register and will have a Support Plan.
The pupil is added to the SEND Register.
PLC Team reviews Support Plans termly.
TA Support may be provided in some classes.
Support plan and passport shared with all teaching staff.
Adaptive teaching strategies will be communicated with all teaching staff in order to remove barriers to learning and personalise the learning to meet individual need.
Assess, plan, do, review (APDR) cycle is implemented to track and monitor progress.
Interventions are put in place to support progress in identified area of need
Is the child making progress?
* If yes, remain in this stage.
No
Stage Three:
EHCP
When a pupil with SEND has significant needs that require even greater support, information is gathered and an application is made for an Education & Health Care Plan (EHCP). There is no guarantee that an EHCP will be granted. Parents are involved in the application process.
If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.
* If a child is making appropriate progress they will remain at a stage, until the SENCo in discussion with the parents, decide that support can be reduced and the child is moved back to a previous stage.
Continue to assess progress and collect evidence.
Support may be requested from outside agencies for advice and assessment. Parents are informed of outcome.
Meeting between SENCo, Tutor and Parents/Carers to discuss current provision, progress and next steps.
Parents informed of further concerns.
Key:
Tutor
SENCo
Tutor & SENCo