

**Marfleet Primary Academy**  
**Special Educational Needs Policy**  
**Written March 2020**  
**Reviewed September 2021**

**Introduction**

This document is a statement of the aims, principles and strategies for the teaching of children with Special Education Needs at Marfleet Primary Academy. It gives information on the school's provision for children identified with Special Educational Needs and Disabilities and has been developed in response to the publication of the Code of Practice 2014. This policy should be read alongside the school's offer for SEN and Hull's Local Offer for SEN.

**Curriculum Intent**

To ensure all learners receive the knowledge and cultural capital they need to succeed in life. Our curriculum extends beyond the academic, technical or vocational. It provides

















Outcomes. This may mean that they have external agency support, bespoke resources, tailored interventions and a bespoke timetable. An EHCP does not mean that a child will receive 1:1 adult support; the child may require adult support to access aspects of the provision in place; however the focus will always be on increasing the child's resilience, independence and academic ability, whilst providing the child with strategies that they can generalise to wider aspects of their lives.

### **Social Emotional Mental Health**

At Marfleet Primary Academy we place a special emphasis on the wellbeing needs of all of our children. As a result we believe the SEMH branch of SEN needs its own identification pathway – the wellbeing Threshold of Need.

### **SEMH Universal Services**

All children have access to 'Universal Services'. This means each child is attending school regularly and are receiving quality first teaching. They will have access to numerous resources to help express themselves emotionally and socially whilst also allowing personal development.

### **SEMH Additional Support Services**

Any children who display behaviours or express themselves in a way which shows they require a higher level of support would be brought to the Vulnerable Children's Meeting by the class teacher. Clear practical solutions will be offered during the meeting for the class teacher to try, following the 'Additional Support'. These children will then be placed on the VCL tracker and monitored for a term. Support offered could be access to more 1:1 well-being time with classroom staff, in addition to the one hour per week full class provision. The class teacher will then hold a formal meeting with parents.

### **SEMH Targeted Support Services**

If a child who has had additional support does not make any progress or has another significant incident/change they would be stepped up to 'Targeted Support'. At this point Pastoral Staff will organise with class teacher, parent and child a meeting to complete a Pastoral Passport and complete a Boxall assessment to set targets. Much like SEN passports teachers, parents and children will meet termly to review progress etc. Internally the suggestions on the passports will be monitored through learning walks etc. to ensure consistency and ensure things are being followed. Any further concerns raised may lead to 1:1 emotional literacy time with Miss Cawkwell in the Acorn provision.

### **SEMH Specialist Support Services**

If the child does not progress within a term or has further concerns they may be stepped up to 'Specialist Services'. If some progress is made they may step down to additional support. If a good level of progress is made the children may be signed off the VCL. Children who are supported through the specialist services will receive 1:1/group work within the Treehouse provision with Mrs Thomas. Internal family support will be offered if appropriate. If behaviour/needs are deemed a risk, a part-time registration/PRU will be offered via a further PSP/PCP meeting. Within the additional PSP/PCP meeting a member of the school's SEN team will be invited to determine if the underlying concerns are a pastoral need or a SEN need. The school will also work in partnership with outside agencies. Any children who are registered with Children's Social Care will automatically be a part of the schools specialist services. Progress is measured on the following areas:

- Academic targets met
- Pastoral targets met
- Half termly attendance
- CPOMs entries (emotional and behaviour)
- Internal monitoring and learning walks

## **Transition**

### **Transfer of Documents**

When children with SEN transfer to Secondary school the class teacher and/or SENCO will liaise with the staff of the prospective secondary schools and hand over all SEN documentation prior to the new term beginning. The secondary school staff are invited to final review meetings of the year 6 pupils. Where children with SEN transfer to another primary school, SEN records will be forwarded within 15 days of the child ceasing to be registered at our school. All data handling and sharing will be in full compliance with the General Data Protection Regulation 2016(GDPR) legislation and guidelines.

### **Review of this Policy**

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated.