



Great Marlow School

Excellence • Compassion • Integrity

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY 2025 2026

Recommended by the Leadership Team:

November 2025

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December 2025

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Introduction

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 2014
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- SEN and Disability Act 2001

The policy is signposted from the Great Marlow School website (Parent/Carers section).

The policy will be reviewed annually.

The School's key contacts

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|--------------------------|----------------|
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AIMS

We at Great Marlow School believe that each student has individual and unique needs. To ensure that students achieve their full potential we must recognise this, plan accordingly, develop students' strengths and provide appropriate support. We encourage a climate of warmth and support to enhance the self-esteem and personal worth of students with SEND and raise the aspirations and expectations of students with SEND.

We recognise a continuum of special needs: any child may experience a special need at any stage of their education and for short or extended periods of time. Our aim is to raise the expectations and achievements of all children. We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Leadership Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.

Great Marlow School aims to provide all students with strategies to remove barriers to learning in a nurturing and supportive environment to enable them to access the National Curriculum.

OBJECTIVES

- To enable every student to achieve success by promoting individual confidence and an aspirational attitude
- To ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning
- To identify, assess, plan, record and review students' progress and needs, and to work collaboratively with parents and support services
- To promote open channels of communication between parents / carers and the school to support the education of students with SEND
- To ensure that appropriate resources, both staffing and equipment, are available to meet identified needs
- To develop the awareness of teaching staff to the variety of students' individual needs and the diversity of possible approaches to the learning situation
- To work within the guidance provided in the SEND Code of Practice, 2014

Identifying Special Educational Needs

The SEND Code of Practice 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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

At Great Marlow School students are identified as having SEN through a variety of channels:

- Transition meetings with feeder Primary schools in the Summer Term
- Student performing at below age-expected levels
- Concerns raised by parents, teachers or students
- Liaison with external agencies

Following any concerns raised, subject teachers will be asked for feedback regarding the area(s) of concern. A number of actions may then follow:-

- Advice to all teachers to modify teaching methods and differentiation, followed by close monitoring of the impact of any changes
- Discuss different support methods with the student, providing advice in order to modify their learning methods

- Discuss strategies with parents which can be embedded at home in order to support progress

These provisions do not require the student to be placed on the SEN register as these strategies are available to all students. If these methods do not improve the progress of the student then additional interventions may be implemented. The following are examples of interventions / provisions which are considered additional to or different from the majority of students and therefore the student may be placed on the SEN register at SEN support.

- Catch-up literacy – national structured reading intervention
- Catch-up numeracy
- Lexia – online phonics software to aid with reading and spelling
- Social Skills group
- Nurture group
- In-class support from Learning Support Assistants
- Key Stage 4 study support
- Referral to an external agency for further assessment of needs / support

Broad categories of need – SEND Code of Practice 2015: 0 – 25 years:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

There are additional factors which may impact on progress and attainment but are not considered SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of Service-personnel

A graduated approach to SEND support

All teachers are teachers of students with SEND and monitor and evaluate the progress and development of the students in their class.

Quality first teaching, appropriately adapted is always the first step in responding to students who have or may have SEND.

As a school we regularly review the quality of teaching for all students, including those at risk of underachievement. We review, and where necessary, improve staff understanding of strategies to identify and support vulnerable students through individual coaching and formal Continuing Professional Development.

Following identification of a possible SEN, we apply the ASSESS-PLAN-DO-REVIEW cycle as outlined in the SEND Code of Practice 2014: 0 – 25. This may lead to a change in teaching, adaptation of materials, supportive intervention or referral to relevant outside agencies.

Barriers to learning are identified, outcomes are planned and strategies to overcome barriers are included on the SEN register for all staff to follow. The SEN register is available for staff on the school intranet. Parents and students are involved when concerns are raised and are an integral part of the planning process.

As part of this review process Great Marlow School follows the guidance from the SEND Code of Practice 2014 as follows...“SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.” SEND Code of Practice 2014: 0-25 6.63.

Managing students’ needs on the SEN register

At Great Marlow School we have a robust assessment and review cycle which includes Progress Grades being published throughout the year, internal assessments, staff meetings and Parents’ evenings. Students with SEND are closely monitored through all of these stages.

All students are set challenging targets using data from Primary school, national data and internal professional assessment. Students receiving specific interventions will have baseline assessments completed and targets set to work towards; these targets are specific and measurable.

The progress of students receiving SEN support is reviewed termly through the Progress Grades and data specific to the intervention.

If a student is identified as having met their target, a new target will be set, or the student may be removed from the SEN register following discussion with relevant parties. If a student is removed from the SEN register, information regarding barriers to learning and strategies to support students are still made readily available to staff to support their continuing progress.

If a student has not met their target, this target may be revised, or the provision or intervention may be altered.

Where it is clear that specialist support may be required from external agencies such as Child and Adolescent Mental Health (CAMHS), the Specialist Teaching Service, Speech and Language Therapy, Occupational Therapy or the Pupil Referral Unit (PRU), students and parents / carers are fully involved in discussion and decision making.

As mentioned in **A graduated approach to SEN support**, if it is deemed appropriate for an Education Health and Care needs assessment to be applied for, all relevant parties will be involved in the application and provision of appropriate documentation.

Monitoring and evaluation of SEND

The provision offered to students at Great Marlow School is reviewed through the analysis of attainment data, attendance data, and rewards and sanction records. Alongside this we sample parents, students, staff, governors and outside agencies to gain additional perspectives.

The following indicators maybe used to evaluate the success and implementation of the policy:

- Recorded views of students and parents or carers, particularly at meetings
- Recorded views by teachers on students' competence, confidence and social awareness
- Measurable or observable gains from students, particularly in terms of screening tests or assessments where appropriate and exam results
- Feedback from subject departments through notes from meetings
- Feedback from outside agencies, both formally and informally

In association with the Headteacher, the department produces an annual report which is included in the Governor's annual report to parents and carers.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

Training and resources

Funding

The school is funded to meet the needs of all students through its core budget and additionally funded to support provision for SEN through:

- Deprivation and underachievement factors, based on the number of students receiving free school meals and those underachieving on entry
- Funding for specific students to meet their assessed needs
- Delegated and designated budgets

The Learning Support Department is allocated a departmental capitation each financial year. Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Training

The SENCO provides training for all staff at the start of the academic year through whole-school INSET and throughout the year during twilight sessions, regarding individual needs of students and any relevant updates regarding specific special educational needs. The SENCO / Assistant SENCO provides training for new staff to the school through initial meetings. Training is also provided during Learning Support meetings throughout the year. Individual departments can ask for training from the SENCO and assistant SENCO as required, for specific purposes or generic training.

Outside agencies are invited to train relevant staff as a response to changing needs within the school or staff request.

The SENCO and assistant SENCO regularly attend the Local Authority SENCO network meetings, along with other professional training, in order to keep up to date with local and national updates in SEN. Additionally, the school belongs to the National Association of Special Educational Needs to provide continuing professional development.

Supporting students at school with medical conditions (see also Appendix Three)

The school recognises that students 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 students may also have special educational needs and may have an Education Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school's policy for supporting students with medical conditions will be published on the school's website.

Supporting students and families

Buckinghamshire County Council has published a Local Offer which sets out the support they expect to be available for local children and young people with special educational needs. The local offer can be found by contacting Buckinghamshire Information Service:-

Telephone - 0845 688 4944 www.bucksfamilyinfo.org email: familyinfo@buckscc.gov.uk County Hall, Walton Street, Aylesbury HP20 1UZ.

Great Marlow School has a published SEN Information report which can be found in the Our School section of the Great Marlow School website: www.gms.bucks.sch.uk

Additional agencies which Great Marlow School works with to support students with SEND are detailed in the SEN information report, along with an explanation of our links with feeder schools.

Links with other policies:

GMS policies

Behaviour for Learning Policy
Anti-Bullying Policy (Students)
First Aid Supporting Students with Medical Conditions
Equality and Diversity and Inclusion Policy

MET policies

Complaints Policy and Procedures (Marlow Education Trust policy)