Marden Bridge Middle School

Empowering Minds Inspiring Futures

Special Educational Needs and Disabilities (SEND) Policy 2026-2027

DRAFT

Approved by	
Name:	Mr Karl Barry
Position	SENDCO
Signed:	K. Barry
Date:	November 2026
Review Date:	November 2027

Contents

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

DRAFT

1.	**Aims and Objectives**
	Every teacher at Marden Bridge Middle School is a teacher of every child, including those with Special Educational Needs. We are a fully inclusive school that supports all pupils in reaching their full potential. At Marden Bridge Middle School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. All pupils have the right to access a broad, balanced, relevant and differentiated curriculum. We aim to create a safe, secure, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident and independent learners. We will: ● Make sure our school fully implements national legislation and guidance regarding pupils with SEND ● Set out how our school will: o Support and make provision for pupils with special educational needs and disabilities o Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND o Help pupils with SEND fulfil their aspirations and achieve their best o Help pupils with SEND become confident individuals living fulfilling lives o Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil ● Explain the roles and responsibilities of everyone involved in providing for pupils with SEND ● Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil ● Make sure the SEND policy is understood and implemented consistently by all staff
2.	**Vision and Values**
	Marden Bridge Middle School's vision for pupils with special educational needs and disabilities is the same as for all pupils within our schools. We are an inclusive, caring, disciplined and happy school that provides a safe, secure and innovative learning environment for all who learn and work here. We are committed to developing the talents and expertise of each individual at Marden Bridge and this is reflected in the success and achievements that our pupils make. It is our heartfelt belief that a nurturing environment, with appropriate levels of support and challenge, will help to make each one of our pupils the very best people they can be, both in the classroom and the wider community. We will: o Inspire children and young people to have high aspirations and achieve personal success. o Nurture happy, healthy and confident children and young people in a safe and stimulating environment. o Ensure all pupils develop a sense of moral, social and cultural responsibility. o Deliver a board, balanced and exciting curriculum forming a great foundation for the future. o Provide outstanding teaching and learning opportunities to enable children and young people to make a difference in the world.

DRAFT

	o Encourage and enthuse children and young people to develop a passion for lifelong learning. o Help our children and young people to meet all challenges enthusiastically and develop greater resilience. o Work together with families and value the support of parents and carers
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 pupils with SEND ● The Special Educational Needs and Disability Regulations 2014, set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report ● The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities ● The Public Sector Equality Duty (section 149 of the Equality Act 2010), set out the school's responsibilities to eliminate discrimination, harassment and victimisation; 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 governors' responsibilities for pupils with SEND ● The School Admissions Code, which sets out the school's obligation to admit all pupils 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.	**Inclusion and Equal Opportunities**
	At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.
5.	**Definitions**
	Special Educational Needs A pupil 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.
	Disability Pupils 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.

DRAFT

	The school will make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage compared with their peers.	
	The 4 areas of need The needs of pupils with SEND are grouped into 4 broad areas. Pupils 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 pupil's particular area(s) of need, at the relevant time.	
	AREA OF NEED	
	Communication and interaction	Pupils 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. Pupils who are on the autism spectrum often have needs that fall in this category
	Cognition and learning	Pupils 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 pupils 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. Pupils 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 pupil becoming withdrawn or isolated.
	Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

DRAFT

6.	**Roles and Responsibilities**
	The SENCO at our school is: **Mr Karl Barry** karl.barry@mbms.org.uk They will: ● Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made ● Work with the headteacher and SEN 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 provisions made to support individual pupils with SEN, 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 pupils with SEN receive appropriate support and high-quality teaching ● Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils ● Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned ● When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN 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 with regard to reasonable adjustments and access arrangements ● Make sure the school keeps its records of all pupils with SEND up to date and accurate ● With the headteacher, 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 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 SEN information report and any updates to this policy ● With the headteacher 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
	The Governing Board The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual: ● 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 pupil with SEND gets the support they need

DRAFT

	● Make sure that pupils with SEND engage in the activities of the school alongside pupils 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 pupils 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 pupils 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 from 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 pupils with SEND
	The SEND link governor is **Karen Donachie** The SEND governor will: ● Help to raise awareness of SEND issues at governing board meetings ● Monitor the quality and effectiveness of SEND provision within the school 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
	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 pupils 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 pupils ● Make sure that the SENCO has enough time to carry out their duties ● Have an overview of the needs of the current cohort of pupils on the SEND register ● Advise the LA when a pupil 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

DRAFT

	● 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
	Class Teachers Each class teacher is responsible for: ● Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach ● The progress and development of every pupil 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 pupil's progress and development, and decide on any changes to provision ● Ensuring they follow this SEND policy and the SEN information report ● Communicating with parents regularly to: o Set clear outcomes and review progress towards them o Discuss the activities and support that will help achieve the set outcomes o Identify the responsibilities of the parent, the pupil and the school o Listen to the parents' concerns and agree their aspirations for the pupil
	Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be: ● Invited to termly meetings to review the provision that is in place for their child ● Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs ● Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil ● Given an annual report on the pupil's progress The school will take into account the views of the parent or carer in any decisions made about the pupil.
	Pupils 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 pupil: ● Explaining what their strengths and difficulties are ● Contributing to setting targets or outcomes ● Attending review meetings ● Giving feedback on the effectiveness of interventions The pupil's views will be taken into account in making decisions that affect them, whenever possible.

DRAFT

7.	**SEN Information Report**
	The school publishes a SEN 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.
8.	**Our Approach to SEND Support**
	Identifying pupils with SEND and assessing their needs: We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all pupils and identify any whose progress: ● Is significantly slower than that of their peers starting from the same baseline ● Fails to match or better their previous rate of progress ● Fails to close the attainment gap between them and their peers ● Widens the attainment gap This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a pupil is joining the school, and: ● Their previous setting has already identified that they have SEN ● They are known to external agencies ● They have an education, health and care plan (EHCP) Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.
	Consulting and involving pupils and parents The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that: ● Everyone develops a good understanding of the pupil's areas of strength and difficulty

DRAFT

	● 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 pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.
	The graduated approach to SEN support Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. The graduated approach is North Tyneside's approach to supporting children and young people who may have additional needs. There are three levels of support depending on the child or young person's needs. We use an Assess, Plan, Do, Review model to assess needs and implement appropriate support. 1. **Assess** This is when any possible needs are identified and assessed. These could relate to cognition and learning, language and communication, social, emotional and mental health or sensory and physical. Possible needs in these areas can be identified by school staff, other professionals, parents/carers and or young people. 2. **Plan** A plan of additional support is put together by school and in agreement with parents/carers. This must be recorded, and a review date agreed. 3. **Do** The pupil's class or subject teacher retains overall responsibility for their progress. The additional support is implemented, with the relevant staff and/or other agencies involved 4. **Review** The impact of 'do' is evaluated. If a young person has made good progress, it may be decided that they do not require any further intervention. If progress is slower or no progress has been made, revisions will be made to the plan for the next cycle. The effectiveness of the support and interventions and their impact on the pupil'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 pupils ● The level of progress the pupil has made towards their outcomes ● The views of teaching staff who work with the pupil The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development and in consultation with the pupil and their parents.
	Levels of Support School-based SEN provision Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through North Tyneside's graduated approach which identifies universal, target and statutory support.

DRAFT

	https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Graduated%20Approach.pdf The Special Educational Needs Code of Practice 2014 states that pupils are identified as having special educational needs if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. The decision to place a child on the Special Educational Needs register is taken by the Special Educational Needs Co-ordinator after the relevant steps have been taken. The provision for these pupils is funded through the school's notional SEND budget. On the census, these pupils will be marked with the code K.	
	Universal	This is support that is available to all young people as part of the graduated approach.
	Targeted	This is additional support that is available to support young people with specific needs. This level of support may require a referral and have criteria to meet to access support. Young people accessing statutory-level support should also have access to universal and targeted support
	Statutory	This is specialist, statutory support for a small number of young people who require an EHCP. Young people accessing statutory-level support should also have access to universal and target support.
	Education, health and care (EHC) plan Pupils 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 pupil, the provision that will be put in place, and the outcomes sought. An Education, Health and Care Plan (EHCP) looks at all of the needs that a child or young person has that are identified as a barrier to their learning. The child or young person, their parents/carers and professionals decide on the outcomes that they would like to achieve and when by. The plan then identifies what support must be put into place to support the achievement of these outcomes. Most children and young people do not require an EHCP as their needs can be met with some extra support provided by their school or setting. Any professional, working with a child or young person, can make a referral for an Education, Health and Care Needs Assessment (EHCNA). They will be asked to provide evidence of need for the Local Authority to consider a further assessment. A parent/carer may also request an EHCNA independently of professionals but it is recommended that this is in consultation with your child's SENCo (if of early years or school age). More information can be found at: https://my.northtyneside.gov.uk/category/1245/finding-your-way-around-support-system On the census, these pupils will be marked with the code E.	
	Evaluating the Effectiveness of SEN Provision	
	We evaluate the effectiveness of provision for pupils with SEN by: ● Tracking pupils' progress, including by using provision maps ● Carrying out the review stage of the graduated approach in every cycle of SEN support ● Using pupil questionnaires ● Monitoring by the SENCO	

DRAFT

	● Holding annual reviews for pupils with EHC plans ● Getting feedback from the pupil and their parents
9.	**Expertise and Training Staff**
	Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The SENCo holds the national award for Special Educational Needs Coordinators, is a member of the senior leadership team and the Senior Mental Health Lead for the school.
10.	**Links with External Professional Agencies**
	The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as: ● Speech and Language therapists ● Connect Mental Health ● North Tyneside's Educational Psychology service ● Occupational Therapy ● School Nurse team ● Child and Adolescent Mental Health Service (CAMHS) ● HIVE (health, information and advice, virtual school and emotional wellbeing) team. ● Language and Communication Team ● MAEPS ● North Tyneside Dyslexia team
11.	**Admission and Accessibility Arrangements**
	Marden Bridge Middle School follows North Tyneside's Admissions Policy. This can be found in the school admissions section of the school website.
12.	**Complaints about SEND Provisions**
	Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the form teacher/Head of Year/SENCo We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. The school's complaints procedures are set out on the school website. The school will make parents of pupils with special educational needs aware of SENDIAS (The Special Educational Needs and Disability Information, Advice and Support Service). Parents of any pupil identified may contact SENDIAS for independent advice and support.
13.	**Monitoring and Evaluation Arrangements**
	We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1. We will evaluate how effective our SEND provision is with regards to: ● All staff's awareness of pupils with SEND at the start of the autumn term ● How early pupils are identified as having SEND

DRAFT

	● Pupils' progress and attainment once they have been identified as having SEND ● Whether pupils with SEND feel safe, valued and included in the school community ● Comments and feedback from pupils and their parents
	This policy will be reviewed by the Headteacher, SENCo and governing body 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.
14.	**Links with other Policies and Documents**
	This policy links to the following: ● SEN information report ● The local offer ● Curriculum policy ● Behaviour policy ● Equality and Diversity ● Attendance policy ● Safeguarding policy ● Complaints procedure

DRAFT