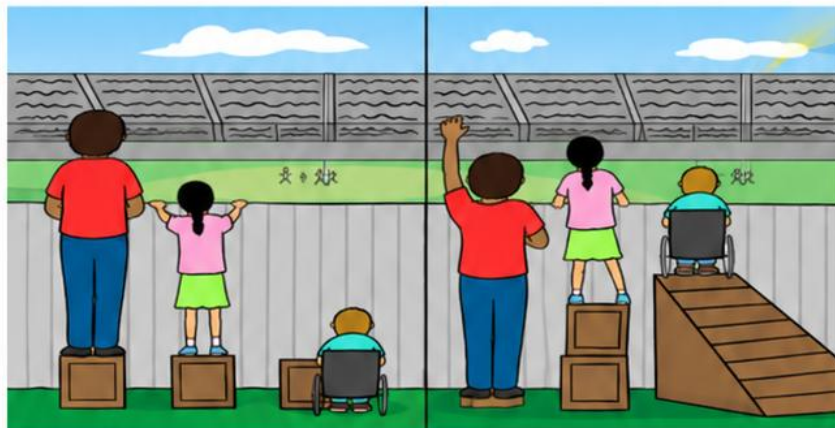


Marsh Green Primary School

SEND Policy & Information Report



"Inclusion is not about giving every child the same thing, it's about ensuring every child has what they need to achieve"



Academic Year 2026 – 2027

MARSH GREEN PRIMARY SCHOOL

SEND Policy & Information Report

Academic Year 2026-2027

Achieve • Believe • Celebrate

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Approved by	Governing Body - [insert approval date]
Policy review	September 2026; next formal review by September 2027, or earlier if guidance changes

Our commitment

Marsh Green Primary School is committed to inclusive practice. We work in partnership with children, parents and carers so that needs are identified early, barriers are reduced and pupils with SEND can participate, belong, learn and make progress alongside their peers wherever this is appropriate.

1. Purpose, status and legal framework

This document combines the school SEND policy with its statutory SEN Information Report. The Information Report will be reviewed at least annually and updated sooner where information changes during the year.

The policy has been reviewed against the legal and statutory framework in force in England at September 2026, including:

- Children and Families Act 2014, particularly Part 3 and the school duty to use its best endeavours to secure special educational provision for pupils with SEN.
- Special Educational Needs and Disability Regulations 2014, including the required content of the SEN Information Report.
- Special educational needs and disability code of practice: 0 to 25 years (statutory guidance; current published version).
- Equality Act 2010, including the duty not to discriminate and the duty to make reasonable adjustments for disabled pupils, including auxiliary aids and services where reasonable.
- Keeping Children Safe in Education (KCSIE) 2026.
- Working Together to Improve School Attendance (statutory guidance, updated July 2026).
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (statutory guidance effective July 2026).
- Supporting pupils at school with medical conditions (statutory guidance).
- Early Years Foundation Stage statutory framework, where applicable.
- DfE guidance for governing boards on SEN and disability duties (2025).

Important

The government published SEND reform proposals in 2026. These are policy proposals/consultation measures and are not treated in this document as replacing current statutory duties unless and until the law or statutory guidance changes.

2. Aims and principles

- Identify special educational needs as early and accurately as possible, without waiting for a diagnosis where support is needed.
- Provide high-quality, inclusive and adaptive teaching as the starting point for all pupils.
- Use the graduated approach - assess, plan, do, review - to understand need, agree outcomes, deliver support and evaluate impact.
- Involve pupils and their parents/carers in decisions about provision, outcomes and reviews, taking account of the child's views, wishes and feelings.
- Remove barriers to learning, participation, attendance and wider school life through reasonable adjustments and appropriate provision.
- Promote independence, preparation for the next stage of education and positive long-term outcomes.

- Ensure safeguarding, attendance, behaviour, medical needs and SEND are considered together rather than as separate issues.
- Use resources transparently, equitably and in line with statutory duties and the provision specified in EHC plans.

3. What do we mean by SEN, SEND and disability?

A child has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that made generally for others of the same age. A disability is defined by the Equality Act 2010; not every disabled pupil has SEN, and not every pupil with SEN is disabled.

The SEND Code of Practice identifies four broad areas of need. These help schools plan support, but the school considers the whole child and does not use categories as labels or as a substitute for individual assessment.

Communication and interaction

For example speech, language and communication needs and needs associated with autism.

Cognition and learning

For example moderate or severe learning difficulties and specific learning difficulties such as dyslexia or dyscalculia.

Social, emotional and mental health

Needs that may present through anxiety, dysregulation, withdrawal, distress, difficulties with relationships or behaviour.

Sensory and/or physical needs

For example visual or hearing impairment, physical disability and sensory needs that affect access or participation.

Slow progress or low attainment does not automatically mean that a pupil has SEN. Equally, attainment in line with age-related expectations does not rule out SEN. Difficulties related solely to English as an additional language are not SEN, although a pupil may have both EAL and SEN.

4. The provision at Marsh Green

Marsh Green is a mainstream primary school with nursery provision. We aim to meet a broad range of needs through high-quality teaching, reasonable adjustments, targeted support and specialist advice. The school also has a small Local Authority-commissioned resourced provision for pupils with EHC plans. Places in resourced provision are allocated through the Local Authority following consultation with the school.

A place in resourced provision or an EHC plan does not automatically equate to full-time 1:1 adult support. Provision is organised according to the pupil's assessed needs and the provision specified in their plan, with an emphasis on access, participation, progress and independence. Any local commissioning criteria for the resourced provision will be applied alongside the individual pupil's EHC plan and the school's legal duties.

No diagnosis required

Support is based on identified need. A formal diagnosis is not required before the school can make reasonable adjustments, provide SEN Support or begin the graduated approach.

5. Roles and responsibilities

The Governing Body

- Has strategic oversight of SEND and must ensure the school meets its statutory duties, including the best-endeavours duty and Equality Act duties.
- Provides support and challenge to leaders about the quality, impact and resourcing of SEND provision.
- Ensures the SEN Information Report is published and reviewed annually and that an Accessibility Plan is in place and reviewed as required.
- Appoints a governor with oversight of SEND and receives appropriate information about outcomes, provision, attendance, suspensions/exclusions and safeguarding for pupils with SEND.

Headteacher

- Has overall responsibility for the provision and progress of pupils with SEND and for ensuring statutory duties are fulfilled.
- Works with the SENDCo and governing body to establish an inclusive culture, appropriate staffing, professional development and effective use of resources.
- Ensures SEND is considered within safeguarding, attendance, behaviour, curriculum, assessment and school improvement systems.

SENDCo - Miss Kathryn Parkinson

- Coordinates day-to-day implementation of the SEND policy and SEN provision, including support for pupils with EHC plans.
- Advises colleagues on the graduated approach, reasonable adjustments and evidence-informed provision.
- Works with parents/carers, pupils, teachers, support staff, external agencies and the Local Authority.
- Advises on deployment of delegated SEND resources and supports the monitoring of provision and outcomes.
- Keeps SEND records appropriately and supports transition between phases/settings.
- Works with the Headteacher and governors to ensure Equality Act duties and access arrangements are addressed.

Class teachers

- Remain responsible and accountable for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialists.

- Provide high-quality adaptive teaching, implement agreed reasonable adjustments and use assessment to identify barriers.
- Work with the SENDCo, support staff, pupil and family through assess-plan-do-review cycles and evaluate the impact of support.
- Know and implement the provision in EHC plans, SEN Support plans and relevant medical/safeguarding plans.

Teaching assistants and other support staff

Support staff work under the direction of teachers and relevant leaders to implement agreed provision, promote independence, observe and record impact, and share relevant information. Deployment will avoid creating unnecessary dependency or separating pupils from high-quality teaching and peer learning.

6. Identification and the graduated approach

How concerns are raised

Parents/carers should usually speak first with the class teacher. Staff may also identify concerns through day-to-day teaching, assessment, observation, attendance or wellbeing information. Concerns may be discussed with the SENDCo through the school's SEND review/clinic arrangements. A parent may also contact the SENDCo directly.

Assess

The school gathers a rounded picture of strengths, needs and barriers. This may include teacher assessment, work scrutiny, observation, attendance and behaviour information, pupil and parent views, developmental or screening information, and advice from external professionals. Screening tools may inform next steps but do not in themselves provide a diagnosis.

Plan

Where SEN Support is required, the school and family agree the outcomes sought, the adjustments and provision to be made, who will deliver them, the review date and how impact will be measured. The pupil's views will be sought in a way that is appropriate to their age and communication needs.

Do

The class teacher remains responsible for the pupil's learning. Targeted interventions supplement, rather than replace, access to high-quality teaching. Staff delivering interventions receive appropriate information and guidance.

Review

Progress towards agreed outcomes is reviewed regularly. Reviews consider what has worked, what has not, the pupil and family's views, and whether provision should continue, change, intensify or cease. SEN Support is not dependent on a fixed number of cycles or a diagnosis.

EHC needs assessment

Parents/carers, the school and other eligible parties may request an EHC needs assessment. There is no statutory requirement for a pupil to have received a fixed number of terms, a set number of support hours, or a diagnosis before a request can be made. The Local Authority applies the statutory test in the Children and Families Act 2014.

7. High-quality teaching, reasonable adjustments and SEN Support

The school's first response to identified need is high-quality teaching, informed by assessment and adapted to reduce barriers. Reasonable adjustments are considered proactively for disabled pupils. Provision is individualised; examples may include:

- adapted explanations, modelling, scaffolding, task design and recording methods;
- visual supports, now-and-next boards, individual timetables or communication supports;
- adapted seating, environment, movement or sensory regulation opportunities;
- small-group or targeted teaching in literacy, phonics, language, mathematics, working memory or other identified areas;
- speech, language and communication programmes advised by appropriate professionals;
- occupational therapy, physiotherapy or sensory programmes where advised;
- social, emotional and mental health support, nurture, counselling or regulation work where appropriate;
- assistive technology, specialist equipment or alternative methods of accessing information;
- adapted transitions, including a trusted adult or soft start where this supports attendance and regulation;
- additional adult support where this is an appropriate part of the agreed provision, with a focus on promoting independence.

Interventions are selected because they address an identified barrier or outcome. They are time-limited or reviewed at planned intervals, and their impact is evaluated. Provision will change when evidence shows that a different approach is needed.

8. Curriculum, assessment and participation

Pupils with SEND are entitled to a broad, balanced and ambitious curriculum. Teachers adapt teaching, resources and assessment so pupils can access learning and demonstrate what they know. Where a pupil is working below national curriculum standards, the school uses the relevant statutory assessment arrangements and appropriate formative assessment. The former P scales are not used for statutory assessment. For pupils not engaged in subject-specific study at the end of key stage 1 or 2, the engagement model is used where the statutory criteria apply.

Pupils with SEND are supported to participate in trips, clubs, PE, performances, residential experiences and wider school life. The school considers reasonable adjustments, risk assessment and individual support rather than excluding a pupil from an activity because of SEND or disability.

9. Safeguarding and KCSIE 2026

Safeguarding is everyone's responsibility. KCSIE 2026 requires all staff to read Part One in full and follow the school's safeguarding procedures. Pupils with SEND and certain health conditions can face additional safeguarding challenges. Staff must not assume that indicators of abuse, neglect or exploitation are simply part of a child's SEND, communication profile or behaviour.

- Consider whether a change in behaviour, attendance, presentation, communication or emotional state may be a safeguarding indicator.
- Provide communication support and reasonable adjustments so pupils can express concerns and be heard.
- Act immediately on safeguarding concerns and report them to the Designated Safeguarding Lead (DSL) or deputy in line with the Child Protection Policy.
- Record concerns, actions, decisions, rationale and outcomes accurately.
- Share information where necessary to safeguard a child; data protection law is not a barrier to appropriate safeguarding information-sharing.
- Consider online harms, bullying, peer-on-peer abuse, exploitation and the additional vulnerability that may arise where a pupil has SEND or communication needs.

Key principle

A pupil's SEND must never be used to explain away a safeguarding concern. Staff should maintain professional curiosity and a child-centred approach.

10. Attendance, emotionally based barriers and reduced timetables

The school follows the statutory Working Together to Improve School Attendance guidance. Where SEND, disability, anxiety or mental health needs affect attendance, school will work with the pupil, family and relevant services to understand barriers and agree support. Attendance concerns do not automatically indicate SEN, but persistent or sudden absence can be an indicator that needs further assessment or safeguarding consideration.

Any temporary part-time/reduced timetable will be exceptional, time-limited, agreed with parents/carers, regularly reviewed and used only where it is in the pupil's best interests and forms part of a plan to return to full-time education as soon as possible. It will not be used as an informal exclusion or simply because the school cannot meet need.

11. Behaviour, suspensions and permanent exclusion

The school's Behaviour Policy applies to all pupils, while recognising the duty to make reasonable adjustments for disabled pupils and to consider whether SEND may have contributed to behaviour. The school will consider unmet need, communication, regulation, reasonable adjustments and appropriate support when responding to behaviour concerns.

Suspension or permanent exclusion may be used in accordance with statutory guidance, but a pupil must not be excluded because they have a disability or additional needs that the school cannot meet. Before and during exclusion processes, the

school and governing body will consider Equality Act duties, the SEND Code of Practice, reasonable adjustments and whether appropriate special educational provision has been made. Permanent exclusion is a last resort.

12. EHC plans and funding

Where a pupil has an EHC plan, the school will use its best endeavours to secure the special educational provision specified in the plan and will work with the Local Authority where there are concerns about provision, placement or changing need. EHC plans are reviewed at least annually, with statutory timescales and transition requirements followed.

Schools are expected to meet a nationally defined element of additional SEN provision from their delegated resources before high-needs/top-up funding is considered. This funding framework must not be converted into a blanket entitlement to a particular number of adult-support hours. Provision is determined by assessed need, evidence, the school's duties and, where applicable, the provision specified in an EHC plan.

If needs change significantly, the school may request an early review of an EHC plan and/or discuss additional advice or funding with the Local Authority. Parents/carers may also request an EHC needs assessment directly from the Local Authority.

13. Working with external professionals

With appropriate consent and in line with information-sharing duties, the school may work with services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, sensory services, mental health services, early help, social care and Local Authority SEND services. The exact services available and referral routes may change over time.

Professional advice is considered alongside the school's own assessment and the pupil/family voice. Recommendations are translated into practical classroom strategies and reviewed for impact.

14. Pupil and parent/carer participation

The school values co-production. Parents/carers know their children well and pupils should be involved in decisions that affect them. We will:

- listen to and record the pupil's views using accessible communication methods;
- involve parents/carers in SEN Support planning and review, and in EHC plan reviews;
- provide clear information about outcomes, provision and progress;
- make reasonable adjustments to meetings and communication, including interpreters or accessible formats where reasonably required;
- share information about independent advice and the Wigan Local Offer.

15. Transition

Transition is planned according to individual need. This includes transition between classes, from early years settings into school, from Marsh Green to secondary school, and transfers to or from other schools. Support may include additional

visits, photographs/transition books, staff handover, pupil and parent meetings, sharing of plans and professional advice, and multi-agency planning where needed.

For pupils with EHC plans, the school and Local Authority will follow statutory review and phase-transfer arrangements. Information is transferred securely and in line with data protection and safeguarding requirements.

16. Medical conditions and personal care

Some pupils with SEND also have medical conditions. The school follows the statutory guidance on supporting pupils with medical conditions and, where appropriate, prepares Individual Healthcare Plans in partnership with families and health professionals. Medical needs, allergies, medication, intimate/personal care and emergency arrangements are addressed through the relevant school policies and plans, with reasonable adjustments made to support access to education.

17. Accessibility, admissions and equality

Admissions

Disabled pupils and pupils with SEND are admitted in accordance with the school's published admissions arrangements and the law. A pupil must not be refused admission simply because they have SEND or a disability. Separate statutory arrangements apply where an EHC plan names a school.

Preventing less favourable treatment

The school does not discriminate against disabled pupils and considers reasonable adjustments to policies, practices, curriculum, assessment, behaviour systems, trips and wider school life. Adjustments are considered individually and proactively, taking account of safety, effectiveness, practicability, resources and the need to avoid substantial disadvantage.

Facilities and Accessibility Plan

The school keeps accessibility under review through its Accessibility Plan. This addresses access to the curriculum, improvements to the physical environment and access to information for disabled pupils. Families are encouraged to discuss specific access needs with the school before admission or as soon as needs arise.

18. Staff expertise and professional development

The SENDCo supports staff to develop inclusive practice. Training is planned in response to pupil need, school priorities, statutory requirements and evaluation of provision. This may include adaptive teaching, autism, speech and language, dyslexia, sensory regulation, SEMH, de-escalation, medical needs, safeguarding and use of specialist programmes or equipment.

19. Monitoring effectiveness

The school evaluates SEND provision through a combination of quantitative and qualitative evidence. This may include:

- progress towards individual and curriculum outcomes;

- attainment and wider achievement;
- attendance and persistent/severe absence;
- participation in the curriculum and wider school life;
- behaviour, suspensions and exclusions;
- pupil and parent/carers voice;
- quality of teaching and implementation of agreed adjustments;
- intervention impact and value for money;
- safeguarding and wellbeing information;
- successful transition and preparation for the next stage.

Leaders and governors use this information to identify strengths, inequalities, patterns and priorities for improvement while protecting individual confidentiality.

20. Complaints, disagreement resolution and independent advice

Concerns about SEND provision should usually be raised first with the class teacher and/or SENDCo. If the matter is not resolved, parents/carers should follow the school's published Complaints Policy, including escalation to the Headteacher and governing body where appropriate. Complaints about statutory EHC processes are directed to the Local Authority and may have separate mediation, appeal or tribunal routes.

Wigan SENDIASS provides free, impartial information, advice and support to families of children and young people with SEND, including support with meetings, EHC processes, disagreement resolution, mediation and tribunals.

21. Key contacts and local support

School SENDCo	Miss Kathryn Parkinson - k.parkinson@marshgreen.wigan.sch.uk
School office	01942 222016 - enquiries@admin.marshgreen.wigan.sch.uk
Wigan SEND Team	01942 486136 - see Wigan SEND Local Offer for current contact routes
Wigan SENDIASS	01942 233323 - independent, free and impartial SEND information, advice and support
Wigan Local Offer	Wigan Council SEND Local Offer - current education, health and social care information for children and young people with SEND

22. Information Report checklist

This section summarises where the statutory Information Report requirements are addressed in this document.

Required information	Where addressed
Kinds of SEN provided for	Sections 3-4
Identification and assessment	Section 6
SENDCo contact details	Cover and section 21
Consulting parents/carers	Sections 6 and 14
Consulting pupils	Sections 6 and 14
Assessing and reviewing progress	Sections 6 and 19
Transition	Section 15
Teaching approach	Sections 7-8
Curriculum/environment adaptations	Sections 7-8 and 17
Staff expertise/training	Section 18
Evaluating effectiveness	Section 19
Inclusion in wider activities	Section 8
Emotional/social development and safeguarding	Sections 9-11
External agencies	Section 13
Complaints	Section 20
Local Offer / SENDIASS	Section 21
Disabled admissions, less favourable treatment, facilities and Accessibility Plan	Section 17

23. Review and publication

The SEN Information Report will be reviewed at least annually and updated as soon as practicable when significant information changes. The wider SEND policy will be reviewed in line with the school policy cycle and sooner where legislation or statutory guidance changes. The governing body will be asked to approve the policy and monitor implementation.

Appendix A - Current national and local reference points (September 2026)

SEND Code of Practice: 0 to 25 years: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Keeping Children Safe in Education 2026: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Improve School Attendance: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Suspension and Permanent Exclusion guidance: <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

SEN and disability duties: guidance for school governing boards: <https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards>

What maintained schools must publish online: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Wigan SEND Local Offer: <https://www.wigan.gov.uk/Resident/education/special-educational-needs-and-disability/local-offer/index.aspx>

Wigan SENDIASS: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/SENDIASS-contact.aspx>

Appendix B - School-specific items to verify before governor approval

Final local check

The legal framework and policy wording have been updated, but school-specific operational details can change. Before approval/publication, the Headteacher and SENDCo should confirm the items below.

- Current governing body SEND link governor name and approval date.
- Current commissioned resourced-provision designation, number of places and any Wigan-specific placement criteria.
- Current Inclusion Team / pastoral staffing and role titles (the policy deliberately names only the current SENDCo).
- Current intervention names and external-agency referral routes; the main policy uses examples rather than promising a fixed menu of provision.
- Current Accessibility Plan link, Complaints Policy link, Child Protection Policy link, Behaviour Policy link and Medical Conditions Policy link on the school website.
- Any Wigan high-needs funding terminology or local banding information the school wishes to publish; avoid describing funding bands as guaranteed 1:1 hours.
- Parent coffee morning arrangements and other contact opportunities if these are to be stated publicly.