



# Carlton VC Primary School

## Special Education Needs and Disabilities Policy (SEND)

<b>Approved by:</b>	Mrs. J Bevis and School Governors.	<b>Date:</b> October 2023
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<b>Written by:</b>	Mrs. A Frost Mrs. Bevis	<b>Date:</b> September 2023
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<b>Last reviewed on:</b>	01/09/22
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<b>Next review due by:</b>	September 2024
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## **CARLTON VC C OF E PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

Carlton VC C of E Primary School is an inclusive, mainstream school in which the teaching and learning, achievements and well-being of every young person matter. We believe in participation and equal opportunities for all. We ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum that is differentiated to meet individual needs and abilities. At Carlton VC C of E Primary ALL teachers are teachers of SEND.

For the Special Educational Needs and Disabilities Policy to work, it has to be a partnership between the parents and the school, working together to enable children to reach their full potential. The policy has been developed in consultation with staff, governors, pupils and parents. It reflects and is in accordance with:

The Children and Families Act 2014  
The SEND Code of Practice 0 – 25 guidance, 2014  
Equality Act 2010: advice for school DFE Feb 2013

Headteacher	Mrs Jo Bevis
CLA (Children Looked After) coordinator:	Mrs Jo Bevis
SENCO:	Mrs Aleshia Frost
Governor with responsibility for SEND:	Mrs Hilary Tuohy

### **Rationale**

This policy:

- has been developed to meet the special needs of our pupils.
- recognises that all pupils have individual needs.
- provides a framework for the on-going development of best practice in meeting pupils' SEND. Linked to the School Development Plan, it is reviewed annually.
- aims to support staff in the identification and assessment of pupils' needs, and in the provision and monitoring of appropriate teaching and learning programmes.
- enables pupils to engage in all activities together with pupils who do not have SEND.

### **Identifying Special Educational Needs and Disabilities**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND 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;
- 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.”

The Code of Practice defines four broad areas of SEND. These are:

**Communication and interaction** – this will include students who have speech, language and communication needs and have difficulty in communicating with others. This also includes students for whom social interaction is difficult.

**Cognition and Learning** – this description applies to students whose learning difficulties mean that they learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties covers a wide range of needs. They can be specific such as dyslexia, dyscalculia and dyspraxia or cover all areas of learning

**Social emotional and mental health difficulties** – this will include disorders such as attention deficit disorder as well social and emotional difficulties that can manifest themselves in different ways

**Sensory and/or physical needs** – this covers students who require special educational provision because they have a disability that prevents or hinders them from making full use of the educational facilities generally provided within a school. (Ch 6 SEND Code of Practice, 2014)

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Carlton Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

What is **NOT SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

#### **Aims of the Policy:**

Every pupil with SEND in this inclusive school, has an entitlement to fulfil his / her potential. The aim of a special needs and disabilities policy within this school is:-

- to ensure that there are equal opportunities for all children, including those with learning, communication, behavioural, sensory and physical needs - equal access to a broad and balanced education, as outlined in the National Curriculum
- to ensure early intervention
- to enable children to be able to reach their full potential, and be included fully in the school community
- to give pupils a voice regarding their SEND provision and progress, involving them in target setting and reviewing
- to create a positive atmosphere where pupils can develop confidence and self-respect

- to provide teaching staff with the structure of assessment and a whole school teaching policy, which will identify any special needs and provide a teaching programme to maximise individual learning abilities.
- so that pupils can make a successful transition into school and onto the next stage of their education
- to ensure there is a whole school approach to Special Education Needs and Disabilities with a close partnership between school, parents/carers and all relevant agencies.

We will actively seek to work with parents and value the contribution they make.

### **Access to the National Curriculum**

Pupils of all abilities / special educational needs will have access and entitlement to the Early Years Foundation Stage Curriculum or the National Curriculum with appropriate teaching materials. Adult support will be provided for those needing extra individual help within the subjects identified. The pupils' needs will be met by adopting appropriate teaching styles and methods to ensure progression, relevance and differentiation. The National Curriculum Inclusion Statement emphasises the importance of setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment.

### **A Graduated Approach to SEN Support**

#### **Strategies for children with Learning Difficulties**

Children may experience learning difficulties for a variety of reasons, including cognitive difficulties, physical impairments and emotional/behavioural difficulties. It is important to enhance the self esteem of all children and allow the child to work at his/her own pace, setting realistic time and work targets.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. The class teacher will work closely with the Special Educational Needs & Disability coordinator (SENDCO), to devise interventions additional to or different from those provided.

When providing support that is 'additional to' or 'different from' we engage in a four stage process: Assess, Plan, Do and Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the class teacher, other staff and assessments.

Establish what the child knows and structure learning in small stages and in a sequential manner. Present the same concept in a variety of ways, so that learning is reinforced.

Listen to what the learner is saying, so that his/her viewpoint is understood and any distress becomes apparent. Focus on the children's strengths as well as areas of additional need. Children have a unique knowledge of their own needs and the sort of help they would like to make the most of their education. They will, where possible, participate in the setting of learning targets and contributing to Assess, Plan, Do and Review Plans (PDRs).

Involve parents in all stages of supporting the child with learning difficulties and keep them informed of help needed/progress made. Parents have a critical role to play in their children's

education, and with their unique knowledge, they can contribute to the shared view of a child's needs and the best ways of supporting them.

**Plan-** this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. The class teacher, SENDCO, in discussion with parents and pupils will agree targets, interventions and support. This will be recorded on an Individual Education Plan (PDR) and will form the basis of termly review meetings.

**Do-** Providing the support, extra assistance for learning or learning aids, as set out in the PDR. This additional support, 'intervention', will be targeted to meet the child's needs, and will target the area of difficulty. Support may be provided in class or in another area of school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and discussed regularly with the child and their parents or carers.

**Review-** measuring the impact of the support provided, and considering whether changes to that support need to be made. All parties, child, parent or carer, teacher, teaching assistant (TA) and SENDCO contribute to this review. This then informs the next cycle, if necessary. Teachers and TAs hold daily meetings to discuss the progress of learners as well as half termly meetings with the Senior Leadership Team (SLT).

### **Targeted Support**

When a class teacher or the SENDCO identifies a child's special educational needs, the class teacher will provide interventions that are additional to or different from those provided as part of the schools differentiated curriculum offer and strategies (Targeted Support)

The triggers for intervention through School Support could be the teacher's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:-

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

### **Personalised Support**

For some learners we may want to seek advice from specialist teams, with the parents' or carers' involvement and consent. This might involve:

Educational Psychologist

Speech and Language Team (SALT)

Early Years Advisory Service

Autistic Spectrum Advisory teacher  
Occupational Therapist

External support services will usually see the child in school so that they can advise teachers on new PDRs with fresh targets and accompanying strategies. They can provide more specialist assessments that can inform planning and measure the child's progress. They can give advice on the use of new or specialist strategies or materials.

The triggers for Personalised Support could be that, despite having received an individualised programme and/or concentrated support under Targeted Support the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a level substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and/or that of the class, despite having an individual behaviour management plan
- Has sensory or physical needs, and requires additional specialist equipment or advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

### **Education Health Care Plans**

While the majority of learners with SEND will have their needs met in this way, some children with severe and complex needs may require a statutory assessment of their needs to determine whether it is necessary for the Local Authority to write an Education Health and Care Plan (EHCP). The school or parents/carers can request the Local Authority to carry out this assessment. EHC plans will be based on a coordinated assessment and planning process which puts the pupils and their parents at the centre of the decision making.

### **Evidence School needs to provide the LA as part of Statutory Assessment**

- The school's action through Targeted Support/Personalised Support
- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health, including the child's medical history, where relevant
- Attainments in literacy and numeracy
- Educational and other assessments
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

Whilst any statutory assessments are being made the pupil will continue to be supported through Personalised Support

If the panel conclude a statutory assessment was not necessary, it is then up to the school to look again at the provision for the child and to formulate new strategies and PDRs.

## **Education and Health Care Plans (EHCP)**

Having made an assessment of the child, if the LA panel decides to give the child an EHCP, the SENDCO and class teacher will work together, in consultation with the parents and child, to draw up an PDR to meet the objectives set out in the EHCP.

Where extra resources are required to enable the school to make the provision specified in the EHCP, the LA can provide these resources directly from central provision, devolve them to schools or delegate them. We will use our best endeavours to see that pupils with special educational needs receive the help their learning difficulties call for. The LA and the school will work together to establish arrangements for monitoring and accountability to ensure that resources are used to raise the achievement of pupils with special educational needs.

The EHCP must be formally reviewed at least annually and is chaired by the SENDCO.

## **Provision map**

The school provision map describes the interventions and actions that we undertake at Carlton Primary School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

## **Working with children with statements of special educational needs**

All children with statements of special educational needs will have short-term targets set. The strategies to meet these targets will be in the PDR. The PDR records only that which is additional to or different from the differentiated curriculum plan.

## **Individual Education Plans - PDRs**

At Carlton Primary we call Individual Education Plans PDRs (Plan, Do, Review). The PDR should be child friendly and include information about:-

- The short-term SMART targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when PDR is reviewed)
- The views of the parent and child

The PDRs will be shared with Teaching Assistants working with the child and will be continually kept under review as a working document. PDRs are reviewed at least termly (half termly in Foundation Stage) with the child and parents. Their views on the child's progress, the success of the PDR, and agreed targets for the new PDR, need to be taken into consideration.

1. The SENDCO and class teacher will consider a range of different teaching approaches, appropriate equipment, and teaching materials. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.
2. The resulting new PDR should give fresh strategies for supporting the child's progress. These strategies will, as far as possible, be implemented in the normal classroom setting.

3. If the SENDCO and the external specialist consider that there is insufficient information, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.
4. The SENDCO includes in the child's records, what advice is being sought, and the support being provided pending receipt of the advice.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions need to 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 may also have special educational needs and may have an Education Health and Care Plan that brings together health and social care needs as well as their special educational provision.
- Pupils with medical conditions may have linked targets on their PDR, for example to put in place suggestions from an Occupational Therapist. Please also refer to the school's Medical Needs Policy.

### **Record Keeping**

A copy of the pupil's PDRs, together with any reviews, structured conversations and any reports or formal assessments by outside agencies, are placed in the SEN files in the Headteacher's office. The class teacher/TA working with the child also has a copy of the PDR.

### **Roles and Responsibilities**

#### **The Headteacher: Mrs Jo Bevis:**

- Has overall responsibility for provision for children with SEND.
- Is the designated Child Protection Co-ordinator, liaising with appropriate staff.
- Has a responsibility to report to the Governing Body in relation to SEND including pupils with an EHCP.
- **CLA (Children Looked After) Co-ordinator – Mrs Jo Bevis – See CLA Policy**

#### **The SENDCO: Mrs Aleshia Frost**

Has co-responsibility with the Headteacher for-

- Co-ordinates the formulation of the SEN policy and the annual review
- Liaises with the Local Authority (LA) with regard to SEND.
- Produces a SEND report to the Governors at the Full Governing Body meetings.
- The day to day operation of the school's SEND policy- monitoring its effectiveness
- Liaising with and advising fellow teachers/teaching assistants.
- Coordinating provision for children with SEND and the SEND and additional needs register
- Writing and reviewing PDRs in partnership with class teachers/Tas. All reviews of PDRs and EHCPs will be carried out remotely with parents as per schedule.
- Purchase of special equipment and books as required and as budget allows
- Monitoring the progress of pupils in school with SEND
- Ensuring effective record keeping



- Liaising with parents and encouraging their equal participation in the education and general development of their child
- Liaising with external agencies.
- Arranging/providing in-service training of staff.
- Managing the statutory assessment procedure and provision for children with Statement or EHCP.
- Liaison between feeder schools and receiver schools, regarding SEND

### **The Teachers**

The Code of Practice states that the class teacher should remain responsible for working with the pupil who has SEND and be accountable for their progress and development.

The class teacher has responsibility to set high expectations for every pupil and to teach each child according to his/her needs, planning differentiated learning experiences for the children in their care; for assessing the individual pupil's needs and for keeping concise records of pupils requiring learning support.

### **The Teaching Assistants (TA)**

The teaching assistants will work closely with the class teachers to support children with SEND, contributing to the planning and assessment and reviewing targets

Support may include

- Individual/group support for statemented children.
- Individual/group support for SEND children.
- Withdrawal groups
- In-class support of children
- Intervention groups such as Nurture groups, Phonics, literacy or maths
- Speech and Language Therapy

### **The Governing Body**

The Governing Body, with the headteacher, will:

- decide the school's general policy and approach to meeting pupil's special educational needs and disabilities, for those with or without statements
- review the policy annually
- set up appropriate staffing and funding arrangements and oversee/monitor the school's work

### **Working in Partnership with parents**

We value the partnership between the parents and the school, working together to enable children to reach their full potential. Parents are encouraged to make an active contribution to their child's education and to visit the school regularly to discuss their child's progress.

Parents will be kept fully informed and encouraged to be fully involved in the school-based response for their child, understand the purpose of any intervention and be invited to participate in working with their child at home as part of the Learning Support Programme.

Parents too have a responsibility, to:

- Communicate regularly with school and share any concerns they have about their child's learning and provision

- Fulfil their obligations under home-school agreements that set out expectations of both sides.

Complaints about SEND provision will be dealt with sensitively and effectively

- If parents have a complaint this should be directed in the first instance to the class teacher, then to the SENDCO and finally to the headteacher (SENDCO)
- If there continues to be cause for complaint parents should address their concerns to the Governing Body.

### **Partnership with Pupils**

All children with an PDR are encouraged to be actively involved in setting and reviewing targets. This will be carried out remotely if lockdown/self-isolation occurs during the review cycle.

### **Partnership with the wider community**

We will liaise and work closely with other schools, members of local and wider community, health and social care providers, to meet the needs of all pupils including those with SEND. Additional meetings are held with feeder pre-schools and secondary schools to discuss transition needs of pupils with SEND, arranging additional visits and support as required ensuring a smooth transition.

### **Training and Resources**

5% of the school budget plus additional funding from the LA through Educational Health Care Plans and Standards Fund is allocated to meeting SEN. The Headteacher and SENDCO decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

Training needs are identified as part of performance management. In order to maintain and develop the quality of teaching and learning, to respond to the needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction and this includes a meeting with the SENDCO to explain the school's SEND provision and practice and to discuss the needs of individual pupils. Teachers and teaching assistants will be made aware of appropriate teaching strategies involved in assisting pupils with special needs.

### **Evaluation and Review of the Policy**

The policy will be reviewed and updated annually.

The success of this policy is evidenced by the progress made by all children with SEND.

### **Inclusion Statement**

Carlton C of E Primary is an inclusive, mainstream school in which the teaching and learning, achievements, attitudes and well-being of every young person matters. We believe in participation and equal opportunities for all. In order to achieve this we aim to:

- engender an inclusive ethos – remove barriers to learning and participation, that can hinder or exclude pupils with special educational needs
- provide a broad and balanced curriculum for all pupils which is differentiated to meet individual needs and abilities
- have systems in place, that allow for the early identification of barriers to learning and participation

- have high expectations and suitable targets for all children
- work in partnership with the children and parents

**Remote learning Statement:**

In the event of another lockdown or period of home-schooling, Carlton C of E Primary school is committed to ensure the minimum disruption to SEND children's learning and to be proactive in continuing a rigorous education.

- If possible to teach SEND children in school, then places will be made available to them
- If needed digital devices will be made available to them.
- Home – School communication will be made a priority
- Work will be set from the first day of lockdown/self-isolation/illness and monitored by class teacher
- All reviews of PDRs and EHCPs will be carried out remotely with parents as per schedule.

**See SENDCO handbook for detailed advice and paperwork**

SEND Information Report

Children Looked After Policy to be referred to when planning for Children Looked After.

See also Equality Policy and Accessibility Plan.