



# 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 staff 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 and the Bedford Borough Graduated response 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**

**CLA (Children Looked After) coordinator:**

**SENCO:**

**Governor with responsibility for SEND:**

**Mrs Jo Bevis**

**Mrs Jo Bevis**

**Mrs Aleshia Frost**

**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 full 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, social, emotional, mental health and 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 for each other
- to provide teaching staff with the structure of assessment and a whole school teaching policy, which will identify any special needs and provide a clear graduated response or 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. Where an area of need is identified 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 starting with quality first teaching strategies. 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.

## Graduated response to SEN Support

### Strategies for children with Learning Difficulties

Children may experience learning difficulties for a variety of reasons: cognitive and learning, sensory or physical, communication and interaction and social emotional and mental health difficulties. It is important that all children are allowed to work at his/her own pace, setting realistic time and work targets so that everyone can be successful

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' a normal differentiated curriculum. The first step for this starts with the class teacher through Quality First Teaching. 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.

### Quality First Teaching

Quality First Teaching (QFT) is the first strand of the graduated response. It is a dynamic and multifaceted style of teaching that emphasizes the importance of delivering high-quality instruction to all students within an educational setting. It's a teaching approach that goes beyond traditional methods, focusing on whole-class teaching while also incorporating elements of personalised teaching to meet the unique demands of pupil involvement.

- **Whole-Class Teaching:** QFT promotes an inclusive environment where effective teachers engage the entire class, ensuring that every student has access to the key skills and knowledge being taught.
- **Personalised Teaching:** While maintaining a whole-class approach, QFT also recognizes the individual needs and abilities of students. It tailors instruction to meet these specific needs, fostering a more personalized connection with each student.
- **A Framework for Teachers:** QFT provides a structured framework for teachers, guiding them in implementing best practices and strategies that cater to diverse learning styles and abilities.
- **Emphasis on Key Skills:** This approach prioritizes the development of key skills that are essential for lifelong learning, such as critical thinking, problem-solving, and collaboration

At Carlton we have Class Achievement plans (CAP) which we use to identify and monitor children who we feel need a more personalised teaching approach through QFT. The class teacher uses the QFT descriptors from the Bedford Borough Graduated response to identify ways to support these children. The SENCO also monitors the CAPS and works with the teacher to provide strategies to help these learners.

If these strategies work and it is evident that these adaptations are supporting the children's learning, communication, social, emotional mental health or physical needs the children will

remain on the CAP until the teacher and SENCO is confident that their needs have been met through following the assess, plan, do, review cycle.

**Assess**- identify area of needs

**Plan**- use the graduated response descriptors to identify strategies to support the child

**Do**- implement strategies

**Review**- half termly review progress and decide upon next steps.

### **Targeted Support**

If Quality First Teaching strategies have been implemented and the class teacher or the SENDCO feels that the child may have 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 (QFT)

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

- 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 below average attainment in some curriculum areas
- Presents persistent emotional or social 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

If a decision is made to move the child to targeted support this requires a Personalised development Record (PDR) to be written following the Assess, Plan, Do review cycle for targeted support.

**Assess** – this involves:

- taking into consideration all the information from discussions with parents or carers, the child, the class teacher, other staff and assessments.
- Establish what the child knows
- Listen to what the learner is saying, so that his/her viewpoint is understood and any areas that cause them concern become apparent. Children have a unique knowledge of their own needs and the sort of help they would like to make the most of their education
- Focus on the children's strengths as well as areas of additional need.

**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 Personalised development Record (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).

### **Personalised Development Records - PDRs**

At Carlton Primary we call Individual Education Plans PDRs ( Personalised Development Records ). The PDR should be child friendly and include information about:-

- The views of the parent and child
- Areas of strength and difficulties
- 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 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.

### **Personalised Support**

For a small number of children, settings and schools may have gone through a number of cycles of the Assess, Plan, Do, Review process and have found that a child or young person still needs more support. In this situation, more personalised SEND support might be needed.

For these learners we may want to seek advice from specialist teams, with the parents' or carers' involvement and consent. In order for us to access this support the school needs to complete an Early Help Assessment (EHA) with the parents/carers. This opens the doorway to the below services. The EHA is bought to panel comprising various experts who then suggest the best next step to support the child's needs further.

This might include:

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 social difficulties which substantially and regularly interfere with the child's own learning and/or that of the class, despite having an PDR or Positive Support plan
- Requires adult support in many lessons and struggles to work independently.
- 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 through targeted/personalised support, some children with 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 and parents/carers will complete an Educational, Health and Care Needs Assessment Form (ECHNAF) which will identify the areas of need that suggest an EHCP is needed. EHCPs 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.

### **Positive support plans and risk assessments**

If a child is showing areas of social, emotional or mental health needs, the school may decide that a Positive support Plan (PSP) may need to be written. This should be done with the parent/carer and shared with the child. This Plan is to provide all staff with a better understanding of how to support a child, identify their strengths and areas of needs. Decide upon strategies to help the child manage their emotions, potentially adapt the school's behaviour policy to cater for their needs and identify areas of risk where the child may be at risk of harming themselves or others.

### **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 after the PDRs are reviewed and new ones written. 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 an EHCP**

All children with an EHCP 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.

### **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**

Parents/carers and young people (aged 14-25 years, in accordance with the SEND Code of Practice, 2014) hold key information and have a critical role to play in their child's education. Staff take seriously any concerns raised by parents/carers and/or young person (COP, 2014: 6.45).

These early conversations with parents/carers should be structured in such a way that they develop a good understanding of the child or young person's areas of strength and difficulty, the young person's and/or parents/carers' concerns, the agreed outcomes sought for the child or young person and the next steps (COP, 2014: 6.39).

The underpinning principles of the SEND Code of Practice, 2014 outline the importance of parental involvement, wishes, views and feelings and their participation in making decisions to ensure the best possible outcomes are achieved for their children (COP, 2014: 1.1). Staff should seek to work with parents/carers and value the contributions they make. Where a child or young person is receiving SEN Support schools should talk to parents/carers regularly to set clear outcomes and review progress towards them (COP, 2014: 6.65). These discussions can build confidence and increase parental engagement in the approaches and teaching strategies that are being used (COP, 2014: 6.66).

The Lamb inquiry *Special Educational Needs and Parental Confidence*, 2009 (chapter 3) says: *Good, honest and open communication is key to the development of positive working relationships and requires practitioners who listen to parents and are trusted by them. Parents' confidence in the SEN system and in schools and local authorities in particular, is significantly coloured by the quality of communication with them. Personal contact is a key factor for parents of children with SEN and no information system will be valued that does not make provision for face-to-face communication.*

Where a child or young person continues to make less than expected progress, despite evidence based support and intervention matched to their needs, the school, college and post 16 providers should consider involving specialists (COP, 20014: 6.58). Staff must always seek parental permission before involving specialists and tell them in advance when a specialist is visiting. Specialist reports should be shared with parents/carers.

### **SENDIASS**

The Local Authority must arrange for children and young people with SEND for whom they are responsible, and their parents/carers to be provided with independent, impartial and confidential information, advice and support relating to their SEN or disabilities, including matters relating to health and social care (COP, 2014: 2.1)

### **Complaints about SEND**

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 SENCO and finally to the headteacher
- 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 at least 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.