



S.E.N.D. Policy

Approved by: Mrs. A Slack (Headteacher)
The Governing Body

Date: March 2022

Last reviewed on: March 2022

Next review due by: March 2023

Inclusion Governor is _____

Special Educational Needs Co-ordinator is Mrs S. Nicholson

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Carr Head is a fully inclusive school. We recognise that children with a special academic or physical need should not be prevented in any way from accessing high quality teaching and learning alongside their peers.

2. Legislation and guidance

This policy and information report has been developed by the school's SENCO in conjunction with the Head Teacher and is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The [KCSIE 2021](#) which sets out guidance for schools on safeguarding children and safer recruitment.

The [Equality Act 2010](#) , which identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision.

3. Definitions

The SEN Code of Practice (2015) states that a pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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.

The SEND Code of Practice (2014), identifies four broad categories of need.

These four broad areas give an overview of the range of needs that may be planned for.

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

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Sharon Nicholson. She will:

- Work with the headteacher and SEND 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 provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those students identified as having SEND.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

The following sections include an overview of the school's SEN information report.

The full SEND information report is available as a separate document.

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for students across the four broad areas of need identified in the SEN Code of Practice:

- Communication and interaction, *for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties*
- Cognition and learning, *for example, dyslexia, dyspraxia,*
- Social, emotional and mental health difficulties, *for example, attention deficit hyperactivity disorder (ADHD),*
- Sensory and/or physical needs, *for example, visual impairments, hearing impairments, processing difficulties, epilepsy*
- Physical disabilities, *for example impaired motor function, use of a wheelchair, restricted use of limbs.*

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Beyond initial entry the identification of SEND is built into our overall approach to monitoring the progress and development of pupils. Class teachers will make regular assessments of progress for all pupils given their age and individual circumstances and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether they need special educational provision. In the initial stages these conversations will make sure that:

- We work with parents develop a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 when it is decided that a pupil will receive SEND support.

When a child is identified as having SEND it is important that all stakeholders are able to contribute their opinions regarding progress. This happens in the following ways:

Parents

Parents are welcome to contact reception to book an appointment to meet the class teacher or SENDCO.

Meetings are arranged to discuss ILPs and IBPs termly.

Students with EHCPs will have multi agency meetings annually, with appropriate reports written.

Children:

- Children who have ILPs or IBPs discuss their progress and targets when these are reviewed termly (age appropriate), as well as at termly learning conversation meetings.
- Children with an EHCP will contribute their views in an age appropriate way before review meetings
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to stand for the School Council, as well as hold other positions of responsibility, by their class or teachers.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant, the assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the high school, or other setting the pupil is moving to.

Extra transition days may be included prior to the whole school transition day to a new school to support pupils who need a more phased transition.

Carr Head has an excellent relationship with both the local high schools and transitions are always managed carefully for our vulnerable pupils.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND.

The school's SEN provision map indicates a range of interventions, resources and support for children with special educational needs from the Foundation Stage through to Year 6. These are created for individuals, classes and on a whole school basis.

Our SEND Provision Map identifies levels of support, described as 'Waves':

Wave 1 – Quality First Teaching

- Teachers have the highest possible expectations for all pupils in the class ('Learning Without Limits' approach)
- Through regular assessments teachers have a thorough understanding of each child's individual needs and tailor learning tasks to these.
- All teaching and learning tasks are based on a child's starting points – their current level of knowledge, skills and understanding - and aims to build on these.
- A range of teaching approaches used.
- Extra support provided by the class teacher within the lesson. This may refer to differentiated work, classroom support from a TA, a range of resources available for the child to use.
- Putting in place additional support or specific strategies within the lesson to enable children with specific needs to access the learning task.

Wave 2 – Intervention and Support - Small Group

- Wave 2 interventions are designed to support children who are nearly working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions tend to be delivered in small groups.

Wave 3 – Intervention and Support

- Wave 3 interventions are highly individualised and based on fine-tuned assessments. Interventions at Wave 3 tend to be focused and time limited and need to be rigorously evaluated to ensure that pupils are making accelerated progress.
- Individual support provided for the child by either a teacher or teaching assistant. This might include: individual learning programs, specialist equipment and/or one to one support.

Any of the above 'waves' or a combination may be used to help children meet targets. It may include intervention programmes developed by the class teacher or the use of commercially produced intervention programmes used within the school or as advised by specialist professionals.

Specialist Services

If a child is identified as needing more specialist input in addition to the above waves of support, specialist advice will be sought by the school to help understand their needs and make recommendations for future provision

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

At Carr Head we have highly skilled teaching assistants who are trained to deliver a wide range of interventions and assessment to meet the needs of pupils with SEND.

Where resources allow, teaching assistants will support pupils on a 1:1 basis when they are on a personalized curriculum or unable to access the whole class teaching.

Teaching assistants will support pupils in small groups when directed by the class teacher or if a group of children require the same intervention support.

We work with the following agencies to provide support for pupils with SEN:

- Early Well Being Support Team (WPEH)
- Barnardos
- Stepping Stones Inclusion Team
- Lancashire Specialist Teaching Team
- Speech and Language Team
- Child Action North West

5.9 Expertise and training of staff

Our SENDCO was newly appointed on 01/04/2021. She has undertaken SENDCO training provided by Lancashire's Specialist Teaching Service.

The SENDCO is supported to enhance their knowledge, skills and attributes through training and the support of other professionals.

We have a team of 11 teaching assistants, including 3 part-time higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision.

Staff have been trained in WRAT and BPVS administration, New PIVATS assessment, Lego therapy and Attachment difficulties.

SEND training for staff is included annually within the school's training and CPD programme.

5.10 Medical Needs

See 'Medicines and Supporting Pupils in School with Medical Needs' policy.

5.11 Securing equipment and facilities

See the school's 'Accessibility Plan'.

The school makes all efforts to make 'reasonable adjustments' in order to support children's needs.

Teachers adapt the classroom layouts to cater for children with special educational needs or disabilities.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. We use resources in our classrooms according to the needs of the individual children.

For any pupils requiring access to specialist equipment the school will seek advice regarding accessing this from the relevant service (occupational health, medical professionals).

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals (ILP/IBP's) each term
- Reviewing the impact of interventions at regular intervals
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) including our Year 6 trip to London and our UKS2 outdoor adventure trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

To date, no pupil has ever been excluded from taking part in these activities because of their SEN or disability.

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Roseann Cartwright (Pastoral Lead) supports pupils with severe emotional needs. She supports pupils and their families and supports staff in meeting the needs of children with additional SEMH needs.

- Pupils with SEND are encouraged to take roles in school, *e.g. school council*.
- Lego therapy is provided where appropriate by trained TA's.

We have a zero-tolerance approach to bullying. Evidence indicates that children with SEND are particularly vulnerable and may require extra support to keep them safe.

KCSIE (2021) states that:

Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include “these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children” & “the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.” - page 46

All staff have had Safeguarding training and are aware of who our vulnerable pupils are. The school has a Designated Safeguarding Lead (DSL) – Mrs. Cartwright and two additional DSL's (Mrs. Slack - Head Teacher and Mrs Nicholson - Deputy Head Teacher) who are fully trained and can support where needed.

5.15 Working with other agencies

Carr Head School prides itself on working closely with external agencies to support our pupils. We work alongside the school nurse, family support workers, Children's Social Care, external counselling services, Speech and Language Therapists, CAMHS and paediatricians to ensure pupils in Carr Head receive the highest standards of education whilst managing and supporting pupils with specialised needs.

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. They will then be referred to the school's complaints policy.

In line with the Equality Act (2010) the parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
-

5.17 Contact details of support services for parents of pupils with SEND

The School has a list of support agencies parents can contact according to their need. School are happy to help families make requests. Please make an appointment to discuss individual needs with the Class Teacher and SENDCO.

5.18 Contact details for raising concerns

If there are any concerns over a pupil with SEND, the first contact should always be the pupil's class teacher. It may be possible for the SENDCO to also attend this meeting and help address any specific SEND concerns.

To speak to the class teacher, please make an appointment via the School Office – 01253 883558 or email bursar@carrhead.lancs.sch.uk

Should you wish to speak to the SENDCO, please make an appointment via the School Office – 01253 883 558 or email sharon.nicholson@carrhead.lancs.sch.uk

Both the Deputy Head Teacher and Head Teacher can be contacted via the number above.

5.18 The local authority local offer

Our contribution to the local offer can be found on our website.

There is also a link to our local authority's local offer on the website.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Nicholson **annually**.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality objectives
- KCSIE (2021)
- Medicines and Supporting Pupils in School with Medical Needs policy
- SEND Information Policy