

SEND policy and Information Report

Carr Head Primary School



Approved by: Governors

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Next review due by: September 2024

Inclusion Governor is Mrs Helen Belbin

Special Educational Needs Co-ordinator is Mrs Victoria Skidmore

Contents

| | |
|--|----|
| 1. Aims | 2 |
| 2. Legislation and guidance | 2 |
| 3. Definitions..... | 3 |
| 4. Roles and responsibilities | 3 |
| 5. SEND information report..... | 4 |
| 6. Monitoring arrangements | 9 |
| 7. Links with other policies and documents | 10 |

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- 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 is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- The KCSIE 2023 which sets out guidance for schools on safeguarding children and safer recruitment.
- The Disability Discrimination Act 1994, 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 that 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 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

If a child is under five and falls within the definition of the two categories above or would be at risk of this if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

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.
(Education Act 1996, Section 312)

4. Roles and responsibilities

4.1 The SENDCO

The SENCO is Mrs Victoria Skidmore. 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 SEND 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

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 SEND 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 are available for parents upon request. 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 SENDCO 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. We will agree with parents and pupils which information will be shared as part of this.

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. This will be differentiated for individual pupils.

We will also provide specific interventions where appropriate.

5.7 Adaptations to the curriculum and learning environment

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

- Adapting 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.
- Adapting 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 a range of outside agencies, to provide support for pupils with SEND Including but not exclusive to:

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

5.9 Expertise and training of staff

Our SENDCO was newly appointed on 01/09/23. She has completed her National SENCO Award.

The SENDCO has been allocated time to manage SEND provision.

We have a team of 10 teaching assistants, including 2 part-time higher-level teaching assistants (HLTAs) who are all trained to deliver SEND provision.

In the last academic year, staff have been trained in Outside Play and Learning (OPAL). Training from Inclusion Hub has been offered. All staff have had Red Rose phonics training and Red Rose Mastery in Maths training.

5.10 Medical Needs

If a child has medical needs these will be recorded sensitively and we will work with you and them to make sure that staff are aware of any specific needs, responses, practices or medications.

Parents contact the school office if a child is taking prescribed medication and it needs to be taken during the school day. Any medication is given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form is also completed by the parent and medicines handed into and collected from the school office

On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration

As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations

The vast majority of staff hold first aid qualifications, which are updated regularly. Should a child become unwell at school a qualified member of staff will assessed and treated on site, this will be logged. If the situation is more serious an ambulance will be called and the parent informed.

5.11 Securing equipment and facilities

There is a disabled parking space in the school car park close to the main entrance. The school also has a lift that allows wheelchair users to access our KS1 and EYFS classrooms. Classrooms have external doors that are also accessible for wheelchairs. The KS2 classes and office are all on 1 level. We have a range of equipment that can be used for our SEND pupils to enable them to access the curriculum whilst supporting their specific needs. These include dyslexia friendly books, coloured overlays, use of IT equipment, writing slopes, fiddle toys and a range of motor skills equipment including pencil grips and easy grip scissors.

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 each term
- Reviewing the impact of interventions every half term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- 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

All of 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 5 / Year 6 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 SEND 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:

- Pupils with SEND are encouraged to be part of the school council
- Nurture groups are run at lunch time and during the afternoon to target vulnerable pupils and support pupils with emotional, social or behaviour difficulties
- Roseann Cartwright who is a highly skilled private counsellor/play therapist supports pupils with severe emotional needs. She supports pupils and their families.

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 (2023) states that:

“Early help 20. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who: • is disabled or has certain health conditions and has specific additional needs • has special educational needs (whether or not they have a statutory Education, Health and Care plan)”

All staff including welfare 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 three additional DSLs (Mrs Slack – Headteacher, Mrs Nicholson - Deputy Head Teacher, and Mrs. Francis – OOSC Manager) 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 team, 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 SEN 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
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5.17 Contact details of support services for parents of pupils with SEN D

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 SENCO.

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 SENCO 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: office@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 victoria.skidmore@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.

Our local authority's local offer is published [here](#).

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Skidmore **every year**.

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
- Equality objectives
- KCSIE (2023 update)
- SEND COP (2015)