



Carter's Charity Primary School  
Special Educational Needs Policy  
SEND

## **SEND POLICY**

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This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE
- SEND Code of Practice 0 – 25
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy was created by the school's SENDCo in liaison with the Headteacher, SEND Governor, SLT and all staff and parents of pupils with SEND.

### **AIM**

To raise the aspirations of, and expectations for, all pupils with SEND.

### **OBJECTIVES**

To identify and provide for pupils who have special educational needs and additional needs

To work within the guidance provided in the SEND Code of Practice,

To provide support and advice for all staff working with pupils who have special educational needs or disabilities

To provide support and advice for parents and carers of children with special educational needs or disabilities

To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

### **IDENTIFYING SEND**

The SEND Code of Practice describes four broad categories of needs (see appendix A). These four broad areas give an overview of the range of needs that should be planned for. The purpose of identifying which needs a pupil has, is to work out what action the school needs to take, rather than fitting a pupil into a category or giving them a label. At Carter's Charity Primary School we consider the needs of the whole child, which includes more than just the special educational needs or disabilities of the child.

Children and Families Act 2014

20 When a child or young person has special educational needs

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

It is important to note that the following factors may impact on progress and attainment but are not specifically categories of SEN pupils:

- 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 SEN).
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

## **A GRADUATED APPROACH TO SEND SUPPORT**

### **Stage 1: Quality First Teaching**

At Carter’s Charity Primary School, we ensure that each child has access to high quality, whole class first teaching. Each class teacher is a teacher of children with SEND and is responsible for ensuring that they personalise the learning for all of the children in their class. This is the first step in responding to pupils who have, or may have, SEND.

The SEND Code of Practice states that:

1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

Some children and young people need educational provision that is additional to or different from this. This is special educational provision under section 21 of the Children and Families Act 2014. School and colleges must use their best endeavours to ensure that such provision is made for those who need it.

The senior leadership team works closely with the class teachers in monitoring the progress that their pupils are making. Termly pupil progress meetings are held to identify and support pupils at risk of underachievement and determine which small group interventions may be required.

## **Stage 2: Additional SEN Support**

If a child is identified as not making adequate progress once they have had the relevant interventions/adjustments and good quality personalised teaching, then SENCO will seek support from a relevant professional. This could include the LCC SEND Specialist Teaching Service, the Link Educational Psychologist or NHS Speech and Language Therapists.

An Individual Pupil Plan /IPP will then be created for the child, or a Speech and Language Therapy Plan. At this point the pupil would be placed on the SEND register.

Individual targets will be written for the child by the class teacher with support and advice from the SENDCo, following the recommendations of the professional and the speech therapist who sets targets on the Speech and Language Therapy Plan. The pupil and their family will also be asked to contribute towards the IPP.

The purpose of IPP document is to outline the special educational provision that will be made including the frequency and duration of the support. The Plan is written with consideration to all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. At this point the pupil would be placed on the SEND register.

## **Stage 3: Education Health and Care Plan**

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

## **MANAGING PUPILS ON THE SEND REGISTER**

The majority of pupils on our SEND register have an IPP.

Our IPPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended. IPPs are usually sent out to parents at the beginning of each term and reviewed at the end of each term.

Targets will be arrived at through:

- Discussion between teacher and SENDCo
- Discussion, with parents/carers and pupil
- Targets will be based on informed assessment and may include the input of outside agencies.
- Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more English” or “more Maths”.

- The IPPs will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of their targets. They will usually have a maximum of three short term SMART targets set for or by the pupil.
- Progress towards targets will be monitored and evaluated termly. New targets will be set if previous ones have been met before the end of term previous ones are met to maintain continuous progress.
- IPPs will specify how often additional work towards the target(s) will be covered and where evidence of progress will be found.

Evaluated IPPs are sent home at the end of each term. Parents are always invited to make an appointment to see the SENCO if they have any queries/concerns about this document.

- Teachers will meet with parents termly to discuss progress. The SENDCo may be present at these meetings.

### **CRITERIA FOR EXITING THE SEND REGISTER**

If a pupil has made progress that enables him/her to access a differentiated curriculum and doesn't require any specialised support that is additional to or different from, other children in his/her class then they will be removed from the register.

### **SUPPORTING PUPILS AND FAMILIES**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all SEND pupils by encouraging them to:

- state their views about their education and learning
- identify their own strengths and learning needs
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- SENDCO/class teacher will go through the evaluated IPP with the child to discuss progress and next steps
- monitor their success at achieving the targets on their IPP.

The school aims to work in close partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing or resourcing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.

- publishing our Carter's Local Offer on the school website.
- The Lancashire Local Offer brings together information that is helpful to children and young people with special educational needs and disabilities and their families. Please see the link below:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The school's SEND Information Report also details the school's policies on the identification of and provision for pupils with SEND.

## EXTERNAL SUPPORT

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

- We seek to respond quickly to emerging need and work closely with other agencies including, and not limited to: Lancashire SEND Specialist Teaching Service
- Educational Psychology Service
- Lancashire Parent Partnership Service
- Children Family Wellbeing Service
- Our school SEND Case Officer, Adviser and SEND Governor,
- Health – School nurse, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy, Physiotherapy, Clinical Psychology, Paediatricians, Specialist Dentist, the Neurodevelopment Pathway, the ADHD Pathway via CAMHS,
- Children's Social Care
- District 2 Inclusion Hub
- Ethnic Minority and Gypsy, Roma and Traveller Achievement Service
- Lancashire's Early Intervention and Support Offer.

In accordance with the SEND Code of Practice we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs or disabilities in our school.

For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

## ADMISSION ARRANGEMENTS

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with

the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision. The admission policy for the school can be found at [School admissions - Lancashire County Council](#)

## TRANSITION

We will ensure smooth transition into our school from the Early Years setting (if applicable), moving from KS1 to KS2 and from Carter's Charity Primary School into secondary education.

We will ensure early and timely planning for transfer to a pupil's choice of secondary school and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of SEN Support and all those with Education and Health Care Plans. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at an early review meeting convened by the SEND Case Officer.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits.

Pupils will be included in all "class transition days" to the provider but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options when choosing a secondary education provider and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the secondary education provider with whom the SENDCo will liaise. Meetings will be held with the SENDCo and the counterpart at High School to ensure a smooth transition from one setting to another.

## **MONITORING AND EVALUATION OF SEND**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the senior leaders (Headteacher, Assistant Headteachers and SENDCo) and subject leaders.
- termly assessment of progress made by intervention groups.
- regular work sampling.
- scrutiny of planning.
- formal termly teacher interviews as well as 'ad-hoc' conversations with the SENDCo.
- informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets.
- pupil progress tracking using assessment data
- monitoring IPP targets and evaluating their impact on pupils' progress.
- regular meetings about pupils' progress between the SENCO and the head teacher
- headteacher's report to parents and governors.
- school self-evaluation and performance process.
- The SDP.
- parent views from SEND meetings and questionnaires being considered and acted upon appropriately.
- pupils' views being considered and acted upon appropriately and comments from parent meetings.

These arrangements promote an active process of continual review and improvement of provision for all pupils.

## **TRAINING AND RESOURCES**

## Allocation of SEN Resources

- The SEN budget is determined each year according to Pupil Level Annual School Census (PLASC) data. This aims to distribute

available funds as equitably as possible between schools according to relative levels of need based on socio-economic and

Additional Educational Needs (AEN) factors. An amount of expenditure is specifically allocated to SEN via the school budget

share via the LA formula. In addition to this, children with high need will be placed in appropriate bands.

- Extra resources may be allocated from the school budget. This is at a cost to the school and is determined by the Governing Body
- Occasionally resources may be recommended by an external professional or a parent may believe their child would benefit from using something specific and wish to provide this themselves. This should be brought to the attention of the SENDCo so that appropriate usage can be written into an IPP or Care Plan.

Funding contributes to:

- SEN administration costs to allow the SENDCo to have non-contact time
- Covers teaching & curriculum expenses
- Teaching and support resources and materials
- Diagnostic testing and assessment materials
- TA designated support
- Specific funds are allocated to pupils with SEND where appropriate.
- The SENDCo, in consultation with the Head Teacher, is responsible for the use of these resources and the deployment of the designated support staff.

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all the pupils, all staff are encouraged to undertake training and development.

All teachers and staff complete a comprehensive induction after taking up a post. This includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the Lancashire SENDCo cluster meetings in order to keep up to date with local and national updates in SEND.

The SENDCo is a member of NASEN, the leading organisation in the United Kingdom which aims to promote the education, training, advancement and development of all those with special and additional support needs.

The SENDCo is part of an informal local cluster meetings with three SENDCos from primary schools in the surrounding area.



The SENDCo was awarded the National Award for SEN Co-Ordination from Wolverhampton University in 2015

## **ROLES AND RESPONSIBILITIES**

### **Headteacher**

The head teacher is responsible for managing the school's responsibility for meeting the medical needs of pupils

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

The head teacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo)

The head teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- Analysis of class provision map for vulnerable and or SEND pupils
- pupil progress meetings with individual teachers
- regular meetings with the SENDCo
- discussions and consultations with pupils and parents

### **SENDCo**

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy

in the following ways:

- identifying and sourcing the CPD that will equip their colleagues with the knowledge and skills to adapt their teaching to respond to the strengths and needs of pupils with SEND
- maintenance of the school SEND register
- maintenance and analysis of class provision map for SEND pupils
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review

- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEND
- evaluating regularly the impact and effectiveness of all additional interventions for all children who have interventions including those struggling in maths/ spelling , reading but not necessarily vulnerable (including those with special educational needs)
- liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- attending Lancashire County Council SENDCo network meetings and training as appropriate.
- attending cluster meetings with local SENDCos to share best practice.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for those with special educational needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable and SEND learners

#### SEND Governor

The governing body has identified a governor, Mrs Sarah Strahan, to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. The SEND governor meets with the SENDCo on a regular basis to discuss any SEND related issues and review the progress of children identified as having SEND.

### **STORING AND MANAGING INFORMATION**

The school's confidentiality policy and data protection policy can be found on the school's website.

SEN assessment data and information is stored as hard copies and in electronic format. On transition, individual SEN files and information are passed on to the pupil's next school. Overall SEN progression data may be stored by the school and used for analytical purposes to track effectiveness of interventions and approaches.

### **REVIEWING THE POLICY**

The SEN policy will be reviewed annually in line with NASEN guidance.

### **ACCESSIBILITY**

To ensure access for children or parents with disabilities the school has strived in recent years to improve facilities. Most parts of the school are accessible and there is a disabled toilet available. All children have equal access to school clubs and educational visits and all staff and governors are committed to improving access for the disabled.

## **DEALING WITH COMPLAINTS**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the deputy headteacher then headteacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

## **BULLYING**

Bullying is deliberately hurtful behaviour that is repeated over a period of time and where it is difficult for victims to defend themselves.

At times this may be aimed at individuals with Special Educational Needs or disabilities.

Carter's Charity Primary School takes bullying very seriously and the Anti-bullying Policy, can be found on the school website and sets out the aims of the policy and the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners with SEND at Carter's Charity Primary School. It outlines responding to incidents of bullying and the procedure to follow for pupils, parents and staff.

Innovative ways of educating the whole school and parents, to demonstrate how Mayfield Primary School is an inclusive school are

encouraged in PHSE, classroom circle time, assemblies, parent/carer meetings and school events e.g. Anti-bullying week events.

Specific approaches are taken by the school to address specific needs of pupils e.g. pupils with ASD or Hearing Impairment.

We use social stories, the CORAM PSHE curriculum, input from experts in particular areas of need and information to understand anti-bullying issues and give all pupils a voice.

## **APPENDIX A**

### **The Four Broad Categories of Special Educational Need**

#### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs

(SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding

what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is

different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech,

language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with

social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where

children are likely to need support in all areas of the curriculum and associated difficulties with mobility and

communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex

learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as

dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many

ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These

behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating

disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention

deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect

of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing

pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

### **Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders

them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require

specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and

hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care

for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a

link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the

opportunities available to their peers.