



CARLINGHOW
ACADEMY

SEND POLICY

Approved by:	Principal- Marie Fishwick		
Responsible department:	SLT		
Last review date:	September 2025	Last reviewed by:	Reece Banks
Last updated:	September 2025	Last updated by:	Reece Banks
Next review due:	October 2026		

School Aims, Vision and Implementation

Carlinghow Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable all children equally to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community

Equal Opportunities

Our school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

As a school we recognise that pupils with SEND have varying needs and when planning all aspects of the school day these individual needs are taken into consideration.

Definition of Special Educational Need or Disability (SEND)

We adhere to the definition of Special Education Needs from the revised new Special Educational Needs and Disability Code of Practice 2015 which states that; 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 them.

Definition of SEND:

- A child has a special educational need if they have a learning difficulty or disability that calls for special educational provision.
- A learning difficulty is a significantly greater difficulty in learning than the majority of children of the same age
- A disability is a disability that prevents or hinders a child from taking advantage of the facilities generally available. Special educational provision is provision that is additional to or different from that which is normally available.

Additional provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because of their language, or form of the home language is different from that in which they were taught.

School will have due regard for the Code of Practice 2015 when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child.

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil needs
- To monitor our effectiveness in achieving the above aims

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

In accordance with the revised new Code of Practice 2015, our school admissions requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the school's admissions arrangements.

Management of SEND within School

The Principal and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the SENDCo. The management of SEND is supported by the senior Leadership Team.

All staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an EHC Plan of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching Support Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is class based to support English, Reading and Mathematics and to deliver a range of WAVE 2 and 3 intervention programmes to support children who have a greater need.

In line with the recommendations in the revised new SEND Code of Practice 2015, the SENDCO is responsible for:

- Overseeing the day to day operation of this policy in partnership with the senior leadership team
- Co-ordinating provision for children with special educational needs in partnership with the Principal
- Liaising with the relevant Designated Teacher where a looked after pupil has special educational needs
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Overseeing the records on all children with SEND in partnership with the Pastoral Team
- Liaising with parents of children with SEND in conjunction with class teachers and other SEND staff
- Contributing to / leading in-service training of staff

- Liaising with external agencies - including the LAs support services, educational psychology services, early years providers, other schools, health and social services and voluntary bodies.
- Being the key point of contact with external agencies, especially the local authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned
- Managing support / teaching assistants in partnership with the senior Leadership Team.
- Working with the Principal and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Identification and Assessment

The school follows the revised new 2015 SEND Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers using target tracker which monitors progress and attainment. Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEND register at the SEND Support stage.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they are having are due to limitations in their command of the language or arise from special educational and disability needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

In order to help children who have special educational and disability needs, the school will adopt a graduated response that recognises there is a continuum of special educational and disability needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

The school will record the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for an EHC needs assessment, they should provide the Local Authority with a record of their work with the child including the arrangements they have already made.

We accept the principle that pupils' needs should be identified and met as early as possible, in the hope to improve long-term outcomes for the child or young person. The SENDCO works closely with the SLT using target tracker to help identify children who may have SEND the data is reviewed termly and at the end of a year.

We use the P Levels in accordance with QCA guidance: the P Levels are integrated into our whole school assessment systems. P Levels are used to monitor the progress of pupils working below national expectations. For some pupils we use PIVATs to support the use of P Levels.

We use SENDIT journals within our Early Years setting and designated 'Olive Class' to assess children who present with ASC and are pre-verbal.

We use a number of additional indicators of special educational and disability needs.

- The analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, termly and annual pupil assessments
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

The SENDCO maintains a list of pupils identified through the procedures listed. This list is reviewed termly at pupil progress meetings. A detailed analysis of the list takes place termly.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work, and plan homework effectively.

All pupils should have access to a broad and balanced curriculum.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.

Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Potential areas of difficulty should be identified and addressed at the outset.

Lessons should be planned to address potential areas of difficulty and to remove barriers to learning and pupil's achievement.

In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individual needs

The range of provision includes:

- In class support in small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, individual support with a keyworker, Learning Support Assistant
- Further differentiation of resources

- Wave 3 interventions (e.g. Listening Skills, Early Phonics, Toe by Toe)
- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials / special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development / training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment or staff training

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCO, with direct involvement of the teachers, will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Individual Education Plans IEPs (ANP's)

All pupils identified as requiring SEND support in School, will have an Additional Needs Plan (ANP) setting out targets and any provision made that is additional to and different from the usual classroom. **We use Edukey to create these plans and these are assessed on a termly basis.**

For children who may still require further support and for whom we may be considering requesting an EHCP an **I-APDR** will be written.

For pupils with statements / Educational Health Care plans (EHCP), provision will meet the recommendations on the statement / EHC plan.

In subjects where all children have curriculum targets these are used to inform ANP/**I-APDRs**.

Strategies for pupils' progress will be recorded in an ANP/**I-APDR** containing information on:

Short-term targets
Teaching strategies
Provision made
Date for review
Success and / or exit criteria
The outcomes recorded at review

The ANP/**I-APDR** will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The ANP/ **I-APDRs** will be discussed with the pupil and the parents.

Reviewing an ANP/MSP

ANP/ **I-APDRs** will be reviewed at regular intervals. Children with an EHC Plan will have their targets reviewed every half term and the EHC Plan will be reviewed annually. **Children with the SEN stage (K) will have their ANPs reviewed termly.** Parents' and pupils' views will be sought and recorded. School currently use the EDUkey system to write, monitor and review ANP/ **I-APDRs**.

Quality First Teaching

For a child with SEND at Carlinghow Academy this would mean:

- That the teacher has the high expectations for your child and all pupils in their class
- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things such as more practical / concrete learning resources
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding / learning and needs some extra support to help them make the best possible progress (targeted interventions)
- Your child will be given individual targets to show the next steps in their learning

- Your child is assessed and set challenging yet achievable next steps

Specific group work within a smaller group of children

This type of support is available for any child who has specific gaps in their understanding of a subject / area of learning, which means they have been identified by the class teacher as needing some extra support in school.

This is called an intervention group and may be:

- Run in the classroom or other learning space
- Run by a teacher or teaching assistant who has training to run these groups

For your child this would mean,

- He / she will engage in group sessions with specific learning outcomes.

SEND support in schools

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups, which means they have been identified by the class teacher or SENDCO as needing some extra specialist support in school from a professional outside the school.

Once a potential special education need is identified, four types of action are taken to put effective support in place.

These actions form a cycle through which earlier actions are revisited, refined and revised with the growing understanding of the pupils' needs and what support the pupil needs in order to make good progress and secure good outcomes. This is known as the graduated approach; it draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

This may be from:

Outside agencies such as; Speech and Language therapy Service (SALT), Occupational Therapist, sensory Impairment, Behavioural Support, Educational Psychologist, CAMHS, Early Years Support etc.

Code of Practice graduated response

The school adopts the levels of intervention as described in the revised new SEND Code of Practice 2015.

The revised new SEND Code of Practice 2015 advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through Early Years Support / School Support and Early Years Support Plus / School Support Plus as described below.

Early Years Support / School Support

School Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil.

The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Pupils will not be given specific targets (ANP/ **I-APDR**) additional to their normal curriculum targets; unless their class teacher / parent / carer/ SENDCO feel that they are appropriate to meet their needs.

Request for Educational Health Care Plan

The school will request an Educational Health Care Plan from the LA when, despite an individualised programme of sustained intervention within SEND support, the pupil remains a significant cause for concern. An Educational Health Care Plan might also be requested by a parent or outside agency. The school will have the following information available.

- Current and past ANP/ **I-APDR**'s
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Assessments in reading, writing and maths
- Other relevant assessment reports from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care / Educational Welfare Service reports
- Evidence of any involvement by professionals – this could be in the form of a report
- **Full attendance reports for the current and previous academic year**

Educational Health Care Plan

An Educational Health Care Plan will normally be provided where, after an Educational Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer.

However, the school recognises that a request for an Educational Health Care Needs Assessment **does not** necessarily lead to an Educational Health Care Plan.

An Educational Health Care Plan will include details of learning objectives for the child.

These are used to develop targets that are:

- Matched to the longer-term objectives set in the Educational Health Care Plan
- Of shorter term
- Established through parental / pupil consultation
- Set out in an ANP/ **I-APDR**
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of Educational Health Care Plans

Educational Health Care Plans should be used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. They **MUST** be reviewed by the local authority as a minimum every 12 months. Reviews **MUST** focus on the child or young person's progress towards achieving the outcomes specified in the Educational Health Care Plan.

The review **MUST** also consider whether these outcomes and supporting targets remain appropriate.

The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- Any other person the SENDCO / SLT consider appropriate
- Any other agency involved with the child e.g., SALT, Nurse, HI team.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the Educational Health Care Plan
- Review the provision made to meet the pupil's need as identified in the Educational Health Care Plan
- Consider the appropriateness of the existing Educational Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

If the child is moving into Phase 3 Secondary Provision or moving to a new school the receiving school should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and SEND it, with any supporting documentation to the LA. The school

recognises the responsibility of the LA in deciding whether to maintain, amend or cease an Educational Health Care Plan of SEND.

Partnership with Parents/ Carers

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed, giving support during assessment and any related decision-making process about SEND provision
- 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
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- 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 needs addressing
- Instilling confidence that the school will listen and act appropriately
- Focussing 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
- Agreeing targets for the child
- Making the parents and carers aware of the SENDIASS services. This information will be included in the school prospectus.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate pupils will be involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- ANP/ **I-APDR** reviews and setting of ANP/ **I-APDR** targets
- Regular meetings with named adults
- Working with the Pastoral Team
- Interventions according to their needs

- Annual reviews

Accessibility and Facilities

- **Olive Class** and on the KS1 Corridor
- The School is fully wheelchair accessible
- There are a number of areas around school which can be used for small group (intervention) work.
- There is a physio room
- There is a sensory room

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Educational Psychology Service EPS
- Behaviour specialists
- Outreach teams
- Statementing Review and Support Service
- Community Health Service
- Family Support and Safeguarding Board
- SENDIASS (Special Educational Needs and Disability Information Advice and Support Service)
- Children's Therapy Services - Occupational Health Practitioners, Physiotherapy team
- CAMHS
- Young Carers
- School Nurse
- EWO
- Virtual Schools
- MNT

Links with Other Schools/Integration Links

Links are also maintained with feeder schools, liaison with playgroups and other nursery settings and SENDCO links through the development group network.

INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training. Recent courses undertaken are listed in the school diary and electronic CPD record.

Resources

The provision for SEND/ AEN is funded by allocating additional funding to specific aspects of the budget including staffing; resourcing and CPD. Funds are deployed to implement the SEND policy.

Most SEND funds are used effectively to maintain staffing levels to provide the support and challenge that the pupils need. There is also an annual allocation for resources and training.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with by the Principal and / or chair of the Governing Body may be involved if necessary. In the case of an unresolved complaint the LA may be involved (see Complaints Policy)

Dissemination and Review

This policy, once approved by the Governing Body, will be reviewed annually. This policy needs to be read in conjunction with the school's policies on Inclusion, PSHCE, Positive Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and the Single Equality Scheme.

SEND details will be displayed on the school website with the current SENDCO's name and contact details. **Mr R Banks** SENDCO – sendco@carlinghow.ghat.org.uk