

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



APPROVED BY: Local Governing Body	DATE: 24/09/2024
LAST REVIEWED ON: September 2024	
NEXT REVIEW DUE BY: September 2025	
SIGNED : 	
	LGB Chair

It is the aim of the school to comply with the Equality Act 2010 and the Children and Families Act 2014 and in relation to this policy all reasonable steps will be taken to avoid putting disabled pupils at a substantial disadvantage. The school aims to promote equality in all aspects of school life and with regard to all matters embraced by this policy will comply with relevant legislation relating to equal opportunities, race relations, sex discrimination and age discrimination.

Date of last review: September 2024

Date of next review: September 2025

Carnforth School Special Educational Needs and Disabilities Policy gives the school's definition of special needs along with its aims and objectives. It deals with admission arrangements, identification, assessment and recording and provides information about curriculum entitlement and inclusion. Information is also available about all support services and the various roles of the class teacher, the Inclusion Lead (SEND co-ordinator), the Head of School, the governors, the child and parents/carers. We feel that parents have a vital role to play in supporting their child's education and it is essential that the school and the parents work together in partnership.

If you would like a copy of the SEND Policy, please contact the school office.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential. This may be achieved through: personalised teaching and learning approaches, access to ICT across the curriculum; flexible learning pathways and extra-curricular learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parents/carers, other schools, the local community and social service providers.

In response to the Special educational needs and disability code of practice: 0 to 25 years June 2014, (referred to in this documents as the Code) all Local Authorities must publish a 'Local Offer':

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

For more information on Worcestershire School's Local Offer go to:

<http://www.worcestershire.gov.uk/sendlocaloffer>

For more information on how Carnforth support children with SEND go to:

<https://www.carnforthschool.org/>

(SEND offer)

or speak to the school's SENDCo: Mrs Vicky Smith

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Introduction

This SEND Policy details how the school will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to be involved with the child. The school will ensure that teachers are able to identify and provide for those pupils who have special educational needs and disabilities to allow them to participate fully in school life.

The Code starts from the assumption that every classroom in every school should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher and the curriculum planning which the teacher undertakes for all pupils.

Our fundamental principles are that:

- A child with special educational needs and disabilities should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs and disabilities should be offered full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum.

Philosophy

The overall policy at Carnforth School reflects the high expectations we have of all our children. We ensure that all children including those with Special Educational Needs and Disabilities, receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential.

Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: - has a significantly greater difficulty in learning than the majority of others of the same age, or

- 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.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. 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.

Aims

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2015) 'Supporting pupils at school with medical conditions'
 - DfE (2018) 'Working Together to Safeguard Children 2018'
 - DfE (2018) 'Mental health and wellbeing provision in schools'
 - DfE (2021) 'School Admissions Code'
 - DfE (2022) 'Keeping children safe in education 2022'
 - Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

Safeguarding children with SEND

Carnforth School is fully committed to safeguarding and promoting the welfare of all of our children. We expect every member of staff and all visitors to share our commitment as the health and safety of our children is paramount.

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and Governing Board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Admission Arrangements

We aim to admit all children to the school and to integrate them fully into life at Carnforth School ensuring that they have access to a broad and balanced curriculum. Where children attend a specialist unit (eg. a Language Unit) at pre-school level, we will liaise with that unit and if necessary a split placement or phased entry to School will be arranged.

In the event of a child attending the Pupil Referral Unit, we would liaise closely with that setting.

Roles and Responsibilities:

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.

- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Role of the Inclusion Lead

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Advising on a graduated approach to providing SEND support.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- The SEND Co-ordinator, with the support of the Head of School and colleagues, focuses on developing effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the standards of pupils' achievements, and by setting targets for improvement.
- The SENCo works with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect. Their responsibilities may include:

Role of the Headteacher

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

Role of the Governors

The Governing Body will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

The Governing Body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the Head of School has been informed that a pupil has special educational needs, those needs are made known to all who are likely to be involved with them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
 - consult the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
 - ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for pupils with special educational needs

Governors play a major part in school self-review and have established mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in school monitoring and evaluation. In relation to SEND, the governing body should make sure that:

- they are fully involved in developing and monitoring the school's SEND policy
- all governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed

- SEND provision is an integral part of the school development plan
- the quality of SEND provision is continually monitored.

Communication and Liaison with Parents

The school will have regard to the Special Educational Needs and Disability Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Developing good relationships with parents is seen as crucial to success.

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Pupil Involvement and Pupil Voice

Children are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Children's views are gathered as part of the review process.

SEND in the Early Years

- Carnforth School has a nursery which is an integral part of the school. This enables us to become aware, at a very early stage, of children with SEND.

- We have good links with outside agencies and there is provision in the Early Years to respond to the needs of children with SEND
- The Foundation Stage Profile is completed by the end of Reception. This is then discussed with parents and can be an indicator of future areas of concern. Class teachers use observation and informed evaluation to assess concern and children's needs are highlighted through class plans showing a differentiated curriculum

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's preschool years. If the child already has an identified special need this information will be transferred from the Early Years setting and the SENDCo and the child's class teacher will use this information to

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents/carers in implementing a joint learning approach at home.

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 have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

A Graduated Response

In line with the Code of Practice the school has developed a graduated approach to supporting pupils with SEND. This is a cycle of assessment, planning and reviewing actions in increasing detail and with increasing frequency to identify the best way of securing adequate progress for pupils.

1. **Assess Needs:** We monitor and review the progress and development of all children. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The majority of pupils can make progress through such teaching.
2. **Plan:** Where progress gives cause for concern class-teachers work in partnership with parents/carers to develop a plan to ensure that children/young people with SEND receive the right levels of support for their future learning and development. Class-teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support.
3. **Do:** This Graduated Response should be led and coordinated by the SENDCo working with and supporting colleagues. Parents should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and reviewed with them.
4. **Review:** The effectiveness of the support and the impact on the pupil's progress is reviewed regularly.

Adequate progress can include progress which:

- a. Is similar to that of peers starting from the same baseline
- b. Matches or betters of pupil's previous rate of progress
- c. Closes the attainment gap between the pupil and their peers
- d. Prevents the attainment gap growing wider

Where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken, school may call upon external professionals to advise and assist further. They may also help in identifying those pupils whose need for long term support is such that an EHC Assessment might be required. School uses provision mapping to track the impact and outcomes of interventions offered to the pupil.

Individual Provision Maps

Strategies employed to enable the child to progress will be recorded within an Individual Provision Map (IPM). The IPM will include information about:

- the short-term targets set for the child: this will include as a priority targets recommended in external reports where available
- the provision to be put in place: sessions and who will provide them, resources needed
- outcomes (to be recorded when IPM is reviewed).

The IPM will only record that which is additional to, or different from, the differentiated curriculum and will focus upon individual targets that match the child's needs and have been discussed with the child and the parents. The IPM will be reviewed at least termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

External agency input

A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents/carers, at a review of the IPM. External support services will usually see the child so that they can advise teachers on Individual Provision Maps with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for External Agency referral will be that, despite receiving individualised support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional

specialist assessment or be involved in teaching the child directly. The resulting IPM for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPM continues to be the responsibility of the class teacher.

School request for an Assessment of Educational, Health and Care Plan (EHCP)

Where a request for an assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place. The school will provide this evidence through the graduated response. This information may include:

- an individual provision map for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

EHCP needs Assessment

EHCP needs assessment involves consideration by the LA, working cooperatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an EHC needs assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational needs provision through an Education, Health and Care Plan (EHCP). An EHCP plan will include:

- The views, interests and aspirations of the child and their parents, or of the young person.
- The child or young person's special educational needs (SEND)
- The child or young person's health needs which relate to their SEND
- The child or young person's social care needs which relate to their SEND
- The outcomes sought for the child or the young person
- The special educational provision required by the child or the young person
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
- Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA)
- Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
- Placement

- Personal Budget (including arrangements for direct payments)
- Advice and information Refer to Chapter 9 of the SEN Code of Practice for more information.

All children with EHCP needs will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need or EHC plan. These targets will be set out in an IPM and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IPM will continue to be the responsibility of the class teacher.

Annual review of an EHCP

All EHC's must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

Carnforth school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Curriculum entitlement and inclusion

All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in ordinary lessons incorporating differentiation. Children who receive support are taught within the class situation or occasionally withdrawn for intensive support individually or in small groups. If children are receiving TA support the TA's liaise very closely with the class teacher and SENDCo. At all times children are taught and integrated into the main body of the school.

School follows a 'Waves of Support' approach as outlined in Worcestershire's 'Ordinarily Available' document that describes the entitlement of all children.

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Further information regarding Carnforth School's Waves of Support can be found on the SEND offer on the school website. <https://www.carnforthschool.org/>

Resources and accommodation

Resources have been gathered to help target general areas of learning – literacy and numeracy, visual and auditory discrimination etc. There is also information available on dyslexia, dyspraxia, speaking and listening, ADHD, autism, social skills etc., as well as books, concrete and multisensory apparatus, games and discs. ICT resources, software and games are also used. Some items are kept as a specialised resource to provide a fresh start, or new approach, but resources are generally available for all staff to use if necessary.

Support services and links with other agencies

We have established links with the following agencies:

- Speech Language and Communication Therapist Team
- Educational Psychologist Team
- Behaviour Support Team
- Learning Support Team
- Complex Communications Team
- Physical Disabilities Outreach Team.
- Integrated Service for Looked after Children.
- Educational Welfare Office.
- Parent Partnership Service.
- Community Paediatricians.
- School Nurse.
- Clinical Psychologist.
- Occupational Therapist.
- Pupil Referral Unit.
- Language Units
- Integrated Specialist Support Service

Links with other schools/transfer to Secondary School

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

The SENDCo attends regular meetings with SENDCo's of local primary and high schools. Children visit Secondary schools with their peers and all information, copies of IPMs and reviews are passed to the next school so that staff there are very aware of SEN issues. The SENDCo also liaises regularly with the SENDCo from our partner high schools in the run up to transition.

Preparation for adulthood

Carnforth school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Training and inset

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

Budget/allocation of resources

The school is committed to supporting children with SEND and employs a SENDCo to work in this area. An annual budget is available for the purchase of resources, training etc.

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

Complaints

Carnforth school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the Head of School who will investigate and meet again with the parent within one day. If necessary the complaint may be referred on to the Governing Body who will respond to it within one week (refer to Complaints Policy) Criteria for success The success of the system can be measured in terms of the following criteria:

- Effectiveness in identifying and meeting the needs of the children
- Accurate records of identified pupils on the register
- Provision Mapping which is realistic and well defined
- The children do not perceive themselves to be 'different' or 'failing'. Work must be based on small, achievable targets with in-built success which will raise self-esteem
- Every child feeling valued by adults and other children
- Parents and the school working together in partnership

Reviewing the policy

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to faise themselves with this policy as part of their induction programme.

Date of last review: September 2024

Date of next review: September 2025