

SEND Policy

Carlton Junior & Infant School



Approved by: Governors

Date: November 2021

Last reviewed on: November 2021

Next review due by: September 2022

1. Introduction

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010. It affects all year groups and considers the updated SEND Code of Practice and reforms. Some children at our school may have special educational needs throughout or at any time during their school career and this policy sets out our aims and procedures to ensure that all children at Carlton Junior and Infant School can reach their full potential.

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

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. At our school we recognise 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 SEND will be treated as partners and supported to play an active and valued role in their children's education.

Our Vision:

Dream Aspire Achieve..... Beyond Excellence.

Our Values:

Respect
Responsibility
Honesty
Equality
Kindness
Collaboration
Perseverance
Achievement

Our Mission Statement:

Dream Aspire Achieve

Create confident rounded and resilient global citizens of the future. Provide a rich experiential curriculum that will enable engagement in the highest quality learning activities. Nurture a hunger for success and develop a culture of ambition and achievement. Have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity

At Carlton, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

2. Our vision and aims for Special Educational Needs and Disabilities

- a. To create an environment that meets the special educational needs of each child.
- b. To ensure that the special educational needs children are identified, assessed and provided for.
- c. To make clear the expectations of all partners in the process.
- d. To identify the roles and responsibilities of staff in providing for children's special educational needs;
- e. To enable all children to have full access to all elements of the school curriculum;
- f. To ensure that parents or carers are able to play their part in supporting their child's education;
- g. To provide a clear and accurate School Information Report that links to the Kirklees Local Offer.

3. Definition of Special Educational Needs

At Carlton, we say that a child has a learning difficulty if he or she:

- a. Has a significantly greater difficulty in learning than the majority of young people of the same age
- b. Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for the child's age.

There is a continuum of special educational needs which should be reflected in a continuum of provision, and that good practice in special needs goes to the very core of excellent learning and teaching. 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.

A talented or gifted child does not fall in to the remit of special educational needs. At Carlton, we recognise that these young people have their own needs which are addressed separately.

4. School Information Report and Local offer

This report provides detailed information about all aspects of SEND at Carlton. It includes frequently asked questions and can be found on our school website.

5. Admission arrangements

At Carlton, we welcome all children irrespective of need – physical, intellectual, social and emotional – as long as we are confident that our school can provide a quality of educational experience that is effective in meeting their particular needs. This would be agreed upon in consultation with parents, outside agencies, the school and the Local Authority.

6. Identification and assessment – See Appendix 1

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENDCo or Head and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND on our SEND register.

We can recommend outside agencies who will undertake standardised tests. We do not fund these services. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

If we identify a child to have special educational needs and their first language is not English, it requires particular care. Many of our children with English as an additional language are excellent learners due to their bilingual skills. However, where there is uncertainty about an individual child the teachers will look thoroughly at all aspects of a child's achievement in different areas of learning to establish whether the difficulties they have in the classroom are due to limitations in their command of the English language or arise from SEND.

In order to help children who have SEND, we will adopt a **graduated response** that recognises there is a continuum of special educational needs and disabilities, and bring in increasing specialist expertise to support learning. We 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 it is decided the child needs to be referred for a statutory assessment in order to best meet their needs, we will provide the LA with a record of our work with the child, including support already provided.

7. Graduated approach

At Carlton our graduated approach to SEND is as follows:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance targets will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need to go forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the child to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

8. Assess, Plan, Do and Review

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Following an initial assessment of a child's needs the class teacher will meet with the SENDCo to decide how best to provide support. We have a range of strategies in place to meet a child's needs. Teachers and support staff look carefully at classroom organisation, teaching materials, teaching styles and differentiation to decide how these can be developed so that a child is able to access learning effectively. For some children it may be decided that further intervention, from either the SENDCo or support teachers, is necessary. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO. Focus group work, TA one-to-one support, specific resources, extra phonics, reading, maths groups, outside class interventions, recommendations from specialist reports (such as Speech & Language, VI or HI support) are all ways in which our teachers provide extra support for our children to overcome barriers to their learning. Our provision mapping will show where children are receiving support in addition to the adjustments made in class.

Review

All children with identified special educational needs will have their progress carefully tracked and monitored by both their class teachers and the SENDCo. Many children will make excellent progress and only need extra support for a short or specified period of time. Some children may require different forms of extra support throughout their time at Carlton and the success of each type of support will be monitored and measured for its impact on progress. It may be then necessary to change the provision. If, despite receiving differentiated learning and opportunities

and support, expected progress is not made, further school based action is sometimes necessary. The teacher will discuss the progress made and any identified barriers with the SENDCo and with the child's parents.

Further programmes of support or intervention may be decided and put in place with specific targets for progress set. The SENDCo and teacher will continue to review the child's progress and adjust the support as needed. If a child continues to cause concern and internal school based measures continue to have little or no effects it may be decided that further assessment, advice and support from external professionals is required.

In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENDCo will discuss with the parents whether they agree to the school applying to the LA for a statutory assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

9. Education, Health and Care Plan

If children fail to make progress, in spite of high quality, targeted support at SENDS (SEND Support) we may apply for the child to be assessed for an EHC Plan. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision. Children, who we think will manage in the mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. The application for an Education, Health and Care Plan will combine information from a variety of sources including:
 - Parents
 - Teachers
 - SENDCO
 - Social Care
 - Health professionals

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

All plans must be reviewed at least annually with parents, the pupil, the school and the 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 plan. At the review in year

5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. The SENDCo of the receiving school will be invited to attend the final annual review in primary school.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

10. Provision

At Carlton pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. The curriculum for a child with SEND is **differentiated** not different.

Planning for the appropriate provision will take into consideration:

- The use of teaching assistant support
- The balance between in class and withdrawal support
- The targets set by parents, teachers and pupils as part of the pupil's IEP

Learning support is provided with the specific aim of equipping the child to take his/her place alongside his/her peers to experience the full curriculum adapted according to need.

The programme of support reflects the partnership between the child, teacher, parents, teaching assistant and other relevant agencies. Support strategies may include:

- Extra individual or group support within the classroom
- Individual and small group teaching sessions outside of the classroom
- Specially prepared learning materials
- Assessment and advice from external professionals
- Sign and symbols
- Disability access
- Specialist equipment
- Use of appropriate ICT equipment
- Counselling or social skills programmes
- Support at playtimes

11. Monitoring and review

Class teachers will carry out assessment, planning and monitoring in accordance with general school practice. The child's progress should be reviewed regularly with the SENDCo and provision adjusted as required. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are monitored by the SENDCo and the Assessment Coordinator. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are

monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Parents will be informed and consulted about their child's progress and support provision through parent's evenings and other informal meetings. Parents may also discuss their child's progress or any concerns with the SENDCo.

12. Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements/EHC plans. The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

13. Partnership with parents

At Carlton we recognise the importance of working in partnership with parents and welcome the valued support they can offer. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. Parents have unique knowledge and information to impart about their child that can contribute to the identification and assessment of their child's needs. We understand the concern and anxieties parents may feel when they first realise that their child has special educational needs and we will endeavour to be sensitive to their feelings and ensure them that their confidentiality will be observed at all times. Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND register.
- discuss assessments that have been completed // agree a plan and provision for the next term.

This is part of the graduated cycle of 'Access, Plan, Do Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children – are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

14. Involving children

Where possible, children will be offered the opportunity to be included in discussions about their learning. All children at Carlton are encouraged to have an understanding about their learning and to be able, with support if necessary, to express an opinion.

15. Roles and responsibilities

Provision for children with special education needs is a matter for the school as a whole.

Some responsibilities are defined in accordance with the code of practice.

Headteacher – Ms Rizwana Mahmood will:

- Have overall responsibility for all aspects of provision but will allocate roles so that special needs are met;
- will keep governors informed on the needs and progress of children
- will work closely with the SENDCo to ensure that the needs of SEND children are met within the school

SENDCo will: Miss Emily Hewitt will:

- Oversee the day-to-day operation of the school's SEND policy by coordinating provision for children with special educational needs.
- She will liaise with teachers and manage other relevant staff.
- She will maintain the records of all children with SEND, meet with parents, external agencies.
- She will work closely with all children identified as having special education needs.
- She will contribute to the in-service training of staff.

Class teachers will:

- Identify the SEND of individual children in conjunction with the SENDCo
- , provide learning experiences which are appropriate to the needs of the child,
- plan for and resource learning to be provided by TAs.
- Also provide evidence of assessment, tracking and monitoring of progress against specific or individual targets.

Teaching assistants will:

- Have appropriate responsibility for the child's specific needs
- They will be led by the class teacher and the SENDCo on planning to ensure progress.

Governing body will:

- Be fully involved in developing and monitoring the SEND policy,
- have up to date knowledge of the school's SEND provision including how funding, equipment and personnel resources are deployed.
- They will ensure that financial resources are available to carry out the SEND policy
- ensure the quality of SEND provision is continually monitored.

Parents will:

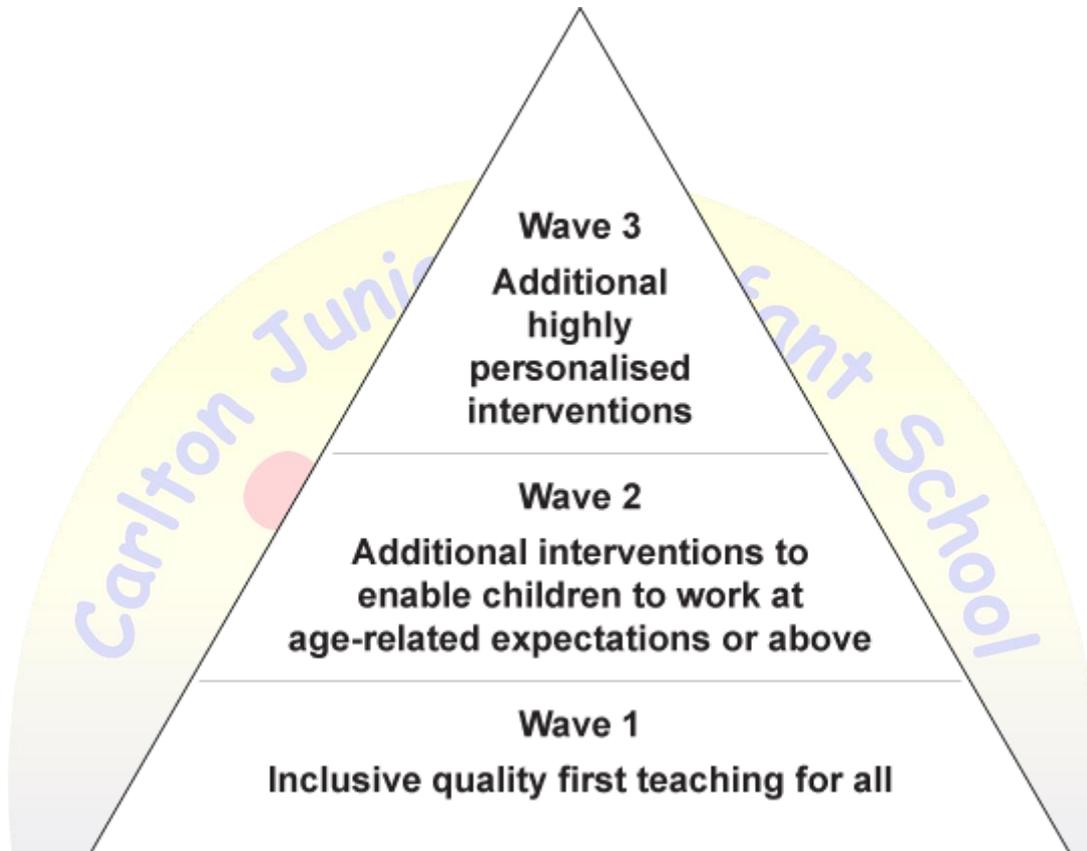
- Share information about their child and attend meetings at school and with other agencies.

- They will ensure that activities are completed at home to support their child as agreed in the [My Support Plan](#).



Appendix 1

The 3 Waves of Provision



Wave 1

All children are entitled to High Quality first teaching at wave 1. This is also described as universal provision. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. Where a child has difficulties that cannot be sorted within the Wave 1 provision they can be given additional help and support at Wave 2 or 3.

Wave 2

Small group work (occasionally 1:1) usually delivered by a teaching assistant, for example, Max's Marvellous Maths (delivered to Year 1), Early Literacy Support, Springboard Maths and Toe by Toe. Children chosen for Wave 2 support are those who are slightly behind and can „catch up“ with the rest of their age group. The school will make a decision as to whether your child could benefit from Wave 2 support.

The decision is based on how well your child is doing and how far behind they are compared to their age group. Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. The child who has greater difficulties in literacy and

who is unlikely to catch up with their age group through a Wave 2 intervention should be given an intervention at Wave 3. Wave 2 should not be seen as a stepping stone to Wave 3 intervention.

Wave 3

Features of wave 3 interventions are:

- Taught by a teacher/trained teaching assistant in a 1: 1 situation.
- Based on the needs of the child.
- Highly structured so that the steps in learning are small and achievable.
- Time-limited.
- Designed to boost progress and help the child close the gap between themselves and their year group.

There are a number of sound and effective interventions at Wave 3 and schools have been provided with guidance on which ones are most likely to lead to good progress.

In some areas, the Local Authority/Children's Service may promote a particular intervention and provide training to support schools. These interventions can work well for children with literacy difficulties and those children who may be described by the school as having 'dyslexic difficulties'.

