

Special Educational Needs and Disability (SEND) Policy

Carrdyke Federation



February 2025

Carrdyke Federation

**(Mrs Mary King's Church of England Primary School and
Walcott Primary School)**

Legislative compliance

Carrdyke Federation schools are wholly inclusive. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our federation policies are interlinked and should be read and informed by all other policies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013

This policy was created by the school's SENCO and in liaison with the Senior Leadership Team (SLT) and all staff. It was a co-produced policy in the spirit of current reform (2015).

This policy was reviewed and updated in February 2025 in line with the revised Code of Practice (2015).

Carrdyke Federation is committed to providing an appropriate and high quality education to all the children living in our local areas. We believe that all children, including those identified as having additional, special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

This policy describes the way we meet the needs of children who experience barriers to their learning due to factors in their environment, including the learning environment they experience in both of our schools.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Federation aims

- To build school communities based upon shared values and respect, which recognises the skills and achievements of all.
- To nurture individuals to be confident and motivated with high expectations of themselves and others.
- To provide a safe, secure, caring and healthy environment for all.
- To provide a curriculum which develops thinking and learning skills, promotes creativity, curiosity and a sense of the wider world.
- To enable all to become autonomous, responsible learners and sensitive global citizens.

Aims and objectives of Carrdyke Federation in relation to SEND provision

- To create an ethos and educational environment that is person-centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the **graduated approach** to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person-centred approach', fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision-making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

Educational inclusion

In our schools, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school communities. Through appropriate curricular provision, we respect the fact that some children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;

- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- learners with special educational needs
- learners who are disabled
- minority ethnic and faith groups, travelers', asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- those who are gifted and talented
- those who are looked after by a local authority
- others such as those who are sick; those who are young carers; those who are in families under stress.
- any learners who are at risk of disaffection and exclusion

Defining SEND

The 2015 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2015 SEN Code of Practice: 0 to 25 Years–
Introduction xiii and xiv

The federation reflects what the Code of Practice states (p88, section 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had relevant adjustments and strategies, including quality first personalised teaching. This is known as 'SEND Support'.

We are alert to emerging difficulties which may not be evident at an early age. These concerns may be expressed by parents or the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the child's individual case.

Many children and young people who have SEND may have a disability under the Equality Act 2010. That means "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities."

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Carrdyke Federation also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

How pupils with SEND are identified within the Carrdyke Federation

The federation's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

Further information about the Local Offer can be found via the Lincolnshire Family Services Directory SEND Local Offer:

[SEND Local Offer – Lincolnshire County Council](#)

Areas of need as stated in the 2015 SEN Code of Practice

The four broad areas identified within the SEN Code of Practice 2015 are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas exemplify the range of need for which the federation is able to identify and provide support from within the schools' provision.

- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for supporting the identification of pupils with SEND in the federation, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the federation.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the Head Teacher to interrogate the school tracking data.

In the Carrdyke Federation, we also use a number of indicators to identify pupils' special educational needs. These include:

- observations
- information from the child
- close analysis of data including: EYFS, termly, yearly and end of key stage assessments, reading and spelling ages.
- non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services
- any teacher or support staff concerns
- following up parental/carers concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools and information from other services
- close liaison at the outset with EYFS staff, the SENCo and parents.

What is not SEND but may impact on progress and attainment may include:

- attendance and punctuality
- children/young people in receipt of a pupil premium grant.
- Looked After Child (LAC)
- being a child/young person of servicemen/women
- EAL

- Children under Special guardianship orders.

Identification, assessment, monitoring and review procedures

SEND support in the Carrdyke Federation

Where a pupil is identified as having SEND, the Carrdyke Federation will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach**. It draws on detailed approaches, frequent reviews and specialist expertise in successive cycles in order to match interventions to the SEND of children.

The Graduated Approach

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND needs, they will be closely monitored and assessed 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. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting. Such differentiation will be recorded in the daily/weekly planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.
- d) The SENCO 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 require. Where a period of differentiated curriculum support has not resulted in the child making expected or good progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the school SEND support level may need to be reviewed.
- 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 home information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the school's SEND records. 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 ongoing 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.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil. This includes 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 are 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. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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. They will work closely with teaching assistants and /or relevant specialist staff 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 SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Children receiving SEND support

Children who have needs similar to other children with additional needs within the class, e.g. support with phonics or number recognition, will be recorded as receiving SEND support.

Each child requiring SEND support will have individual targets detailed in and individual or group provision map. The responsibility for planning these remains with the class teacher, in consultation with the SENCO, if required. Provision maps will record intervention and the impact that this has on a child's learning.

Each child with SEN support will have a pupil passport and an Individual Support plan (ISP). These documents will be updated termly. Pupils who have a passport are involved in this process. Pupil passports and ISP's are shared and discussed termly with parents.

Monitoring will be carried out at regular intervals where significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information and suggest adjustments to the provision for the child, if appropriate.

Provision maps will be reviewed termly (12-week cycles). The class teacher will lead the review process. Where necessary, parents/carers will be invited to the termly review of provision/intervention.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The school may involve specialists at any point to advise on early identification of SEND and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible.

The Carrdyke Federation works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- The Specialist Teaching Team, including specialist teachers with mandatory qualifications to administer assessments and provide specific advice regarding provision.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).
- Early Help/Healthy Minds
- CASY Counselling

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process (referred to as an Educational, Health and Care Plan request (EHCP)) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying/providing resources is required.

The decision to make a request for an EHCP will be taken at a progress review meeting.

The request application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- External agencies
- Social care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been recorded at review meetings and the preliminary outcomes of targets set. A decision will be made by the SEND Multi-agency Hub about whether or not a child is eligible for an EHCP and the level of funding that is agreed. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

The School and the SENDCO has the right to plan and pursue needs assessment requests in a flexible and reactive way based on the current needs presented and professional judgement. Parents have the right to apply for a needs assessment through the Local Authority if they feel

this is an appropriate course of action and their child's needs are not being met through "reasonable adjustments". They will need to be able to provide evidence of the graduated approach. School will also be involved in the process and gathering of evidence.

Further information about EHC Plans can be found via the Lincolnshire Family Services Directory SEND Local Offer:

[SEND Local Offer – Lincolnshire County Council](#)

Education, Health and Care Needs Plans (EHCPs)

- a. Following a successful request for an EHCP, funding will be provided by the Local Authority if it is decided that the child's needs are not being met by the SEND support that is ordinarily available.
- b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHCP has been agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

EHCP Annual reviews

An EHCP annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the Code of Practice (2015). In the Carrdyke Federation, we use this time to bring together all the professionals involved in the support of the child to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHCP. The child's view is taken into account prior to the meeting. A review meeting might recommend amendments to the EHCP if:

- significant new evidence has emerged that is not recorded on the EHCP
- significant needs recorded on the EHCP are no longer present
- the provision should be amended to meet the child's changing needs and the targets updated to reflect these changes, as specified at the review meeting
- the child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5, the annual review is used as a means of declaring the secondary phase provision required.

During the annual review, we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

Conducting SEND review meetings

SEND review meetings are held on a termly basis. Parents are invited to attend the meeting. At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions where applicable:

- what are the pupil's current levels of attainment relating to SEND support plan targets?

- what progress has the pupil made towards meeting the overall objectives set out in the SEND support plan or EHCP?
- what are the parents'/carers' views of the pupil's progress?
- what are the pupil's views of their progress? (This may be discussed with the child beforehand).
- is the current provision appropriate to the pupil's needs?
- what targets should be set?
- have there been any significant changes to the pupil's circumstances?
- have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated approach?
- how will the pupil's progress be assessed?
- are there any particular strategies that have led to improvement?
- what are the pupil's current levels of attainment in literacy and numeracy?
- what progress has the pupil made over the past year, especially in relation to each SEN target?
- are any amendments to the EHCP necessary?
- should the LA recommend ceasing or maintaining the EHCP?
- if a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice (2015).

A decision is made as to whether to continue the intervention, to change to an alternative intervention, or to allow a period of consolidation in class. The SENDCO will monitor interventions to identify levels of success. Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap in line with age-appropriate expectations, the child will be removed from the SEND register but will continue to be monitored by the class teacher, according to Quality First Teaching.

If a pupil presents as having such complex needs that the school setting and provision provided is unable to meet these, the graduated approach will be continually followed in accordance with the 2015 SEND code of Practice and next steps may be taken. In this circumstance, the SENDCO will work closely with parents, SEND caseworkers and appropriate outside agencies to determine whether our setting is able to meet the needs of the pupil.

Supporting pupils and families

Lincolnshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Lincolnshire's Local Offer is available from the following website: [SEND Local Offer – Lincolnshire County Council](#)

The federation's SEND Information Report, available on each school website, outlines the federation's statutory requirement:

[Home | Carrdyke Federation](#)

Admissions

Within the Carrdyke Federation, all children have an equal right to inclusion and we adhere to Lincolnshire Local Authority Admissions procedures for admissions (see Admissions Policy, available on the federation website).

The procedures upon admission of any child includes the collection of all the relevant information about a child from their previous school which the Head Teacher passes on, if necessary, to the SENCO in order to allocate resources or contact relevant support services.

Examinations and access arrangements

SEND pupils have access to concession time, a scribe, a reader and rest breaks, if required. The SENCO, class teacher and Head Teacher work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.

Transition

Within the Carrdyke Federation, transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach transition from classes and/or key stages, they are involved in 'transition days' when they spend time in their respective classrooms being taught by their 'new' teachers. Similarly, when children are in Year 6, they take part in a number of taster days at the secondary school of their choice.

Children with SEND, if appropriate, can receive additional support during these transitions. For example, Year 6 pupils can be accompanied by school staff on additional taster days where appropriate. Children who may find transition more challenging can have additional meetings to put in place to agree strategies to help them with the changes. Children may be given extra time, with support, in their new classes or be given visual reminders of their new classroom and teacher to look at during school holidays. Some schools may create and SEND Passport, or similar document, the SENCO, the parents and the child to ensure that the child's needs are understood and the support requests are adhered to.

Supporting Pupils at School with Medical Conditions

In line with guidance from the Local Authority, the Carrdyke Federation aims to meet these needs through detailed medical plans. Concerted efforts are made to overcome constraints imposed by the structure of the buildings.

As soon as the school is made aware of a medical need, the class teacher, SENCO and the Head Teacher are informed. A medical plan is created with the help and guidance of the parent/carer and school nurse where appropriate.

The school recognises that children with medical conditions should be supported in order that they have full access to education. Reasonable adjustments are made so that they have access to the curriculum (including physical education), extracurricular activities, such as school/class trips, performances and after-school clubs.

Monitoring and evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision, the federation encourages feedback from staff, parents and pupils throughout the year. This is achieved through parents' meetings and parents' evenings, questionnaires and parent forums.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice (2015).

The federation uses a variety of ways of gathering information to evaluate the success of our SEND provision. We have a provision management approach, involving the mapping of SEND provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

The information gained from provision management is used to identify how effective provision (interventions) are in enabling pupils to achieve academic and wider outcomes.

There is to be an annual formal evaluation of the effectiveness of our school SEND provision and policy. The evaluation is carried out by the Head Teacher, the SENCO and SEND governor and information is gathered from different sources such as teacher and staff progress meetings, parents' evenings, feedback and structured conversations. SEND governors meet with the SENCO Termly to monitor, discuss and evaluate current provision. This is recorded and reported back to the full governing body.

Training and Resources

Funds from the Notional SEND Budget and Pupil Premium are used to support SEND by:

- purchasing resources
- training teaching staff
- paying for additional support staff.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- individual training
- whole staff training and INSET
- school cluster networks
- accessing training through a variety of external agencies.
- termly SENCO (local and regional) meetings/SEND Briefings and SENCO Network meetings

The SENCO attends relevant SEND courses, SEND meetings and facilitates and signposts relevant SEND-focused external training opportunities for all staff.

We recognise the need to train all our staff in SEND matters and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Roles and Responsibilities

The Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice (2015). The Governing Body will, in co-operation with the Head Teacher, determine the

federation's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. It will also maintain a general overview of the federation's ongoing SEND provision. The named governors for SEND is Mrs Julie Reid and David Holmes. They meet with the SENCO at least termly to discuss actions taken by the federation.

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work including provision for children the SEND. They should keep the governing body informed of matters regarding SEND and they will work closely with the federation's SENCO.

The SENCO will:

- take a strategic role in developing, monitoring and reviewing the SEND policy and the school offer;
- oversee the identification of children needing intervention through SEND Specialist Teaching Team assessments, a provision plan or EHC plan;
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEND;
- oversee the records on all children with SEND;
- work in partnership with parents of SEND children;
- involve the child with SEND in the target setting and review process;
- support the in-service training of all staff;
- work with external agencies;
- liaise with local primary and secondary schools to enable smooth transition for children with SEND
- liaise with the governors responsible for SEND;
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

The current SENCO for the Carrdyke Federation is *Miss Poppy Edwards* who holds the National Award in Special Educational Needs Co-ordination.

Class Teacher

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The planning for and delivery of the SEND support plan is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point with the class teacher adapting the curriculum to meet their needs. The class teacher will also be actively involved in the review process.

The Teaching Assistants

The Teaching Assistants work with the teacher to help to deliver SEND interventions and monitor and review the progress of SEND pupils, thus informing future planning and actively inputting to Individual Support Plans (ISPs) and intervention progress records. They may also be required to prepare specific materials and resources for SEND pupils.

Children

Pupil participation is the goal for all children and that they will become progressively more involved in setting and evaluating their own targets within the SEND process as their age and the ability increase, in order to verbalise their wishes and opinions. Children's views will be sought and recorded as part of review meetings.

Parents

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEND support plans will be shared termly with

parents and their views on progress will be recorded at review meetings. Parental voice is valued and important.

The SENCO has responsibilities to:

The Head Teacher and the school Governing Body:

- to keep the Head Teacher informed about the day to day management of SEND situations.
- to advise on the graduated approach for providing SEND support school wide.
- to liaise with the Head Teacher regarding new/updated information affecting SEND decisions.
- to work with the Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for children with SEND challenges.
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- to update the SEND policy.
- to provide updates on any changes to the SEN Revised Code of Practice.
- to inform the Head Teacher of outside agency involvement, outcomes of reviews and meetings, as necessary.
- to complete SEND funding bids.
- to liaise with outside agencies.

The Governors

- to report to governors about updates and alterations to the school SEND policy.
- to work with governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for children with SEND challenges.
- to update governors on any changes to SEN Revised Code of Practice.
- to liaise with the SEN Governor regarding interventions, resources, new initiatives, SEND training, SEND matters arising etc.

The Staff

- to give advice and support regarding individual children and their needs.
- to liaise with the relevant class teacher concerning children with SEND requirements.
- to update the staff on any changes to SEN Revised Code of Practice.
- to give guidance about interventions, specific provision, ISP targets and monitoring and recording of progress.
- to keep staff informed about SEND policy changes and updates.
- to provide guidance and support to TAs concerning SEND provision and monitoring.
- to provide information about SEND-related training.
- to produce clear guidance to support staff.

The Parents

- to build good relationships with parents/carers of children with SEND requirements.
- to use an open, informal and friendly approach when discussing children and their needs.
- to set up meetings where parents can discuss concerns.

- to keep parents informed of the progress of SEND processes and assessments.

The Children

- to ensure that all children are treated with respect.
- to coordinate the provision for children with SEND requirements.
- to ensure that all children's records are kept up to date.
- to give children the opportunity to be involved in writing their ISP targets with their teachers.
- to ensure that children have the opportunity to contribute to the reviews of their progress.
- to ensure all children have a voice regarding their SEND provision.
- to fully prepare pupils with SEND for transfer to other classes/schools.

Outside agencies and other settings

- to liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary external bodies.
- to be a key point of contact with external agencies, the local authority and support services.
- to liaise with potential next schools to ensure a pupil and their parents are informed about options and that a smooth transition is planned and implemented.

The SENCO's work is monitored by the SEND Governors: *Mrs Julie Reid and Mr David Holmes*.

The management and storage of SEND information

The following records are kept:

- The schools' provision maps (Special Educational Needs and/or Disabilities register) are used by the SENCO to have an overall picture of children with SEND requirements and their progress.
- Individual support plans (ISPs) and pupil passports are written and shared with parents and children. They explain the child's agreed individual targets and how these targets are to be achieved. Parents will also be given copies of these.
- Individual support plan (ISP) reviews are completed at regular review meetings with parents/carers and the class teacher. They are a record of the impact of provision and differentiated teaching approaches on learning and progress.
- EHCPs are only issued by the local authority after a request has been successful. These plans must be reviewed annually with the parent/carer, including the opinions and wishes of the child. If the review recommends any changes to the plan, the Lincolnshire SEND Team will issue school and parents/carers with the necessary updated documents and funding arrangements, if applicable
- Subject assessments are used on a termly basis to help teachers and the SENCO to identify where children have made progress and where to set new/adjusted targets. These will be shared in the individual support plan (ISP) reviews and at parents' evenings.
- Outside agency reports/notes are used as evidence of recommendations for support and may contain specific targets to be included in the updating of individual support plans (ISPs).

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and will be securely placed in a locked cabinet and cupboard when not in use. The keys for the cabinet and cupboard are stored in a key safe with the same confidential and secure approach applies to information shared with outside agencies by when corresponding by telephone, email or letter.

All relevant documents are kept until the pupil leaves the school. They are then taken to the next school for future use. It is sometimes necessary to share documents with the next school in advance to ensure a smooth transition for the child, especially if specific SEN requirements need to be arranged.

Accessibility

New duties have been placed on schools since September 2002 in relation to pupils with disabilities. In order to adhere to new legislation, the Carrdyke Federation actively continues to:

- not discriminate against disabled pupils.
- take responsibility for taking reasonable steps to include pupils with a disability.
- Increase accessibility for disabled pupils in line with the Lincolnshire local authority's strategic planning.

Staff are aware of the distinction between the definition of a pupil with SEND and a disability. The definition of a disabled pupil under the Equality Act (2010) is '*a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities*'.

For further details, see Accessibility Plan, available on the school website.

Dealing with complaints

The federation works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If parents/carers have queries or complaints about provision for children with Special Educational Needs and/or Disabilities, they should initially discuss their concerns with the class teacher. If they then continue to have concerns, they should meet with the SENCO and the Head Teacher. If agreement is still not reached, the parents/carers should raise their concern with the school's governing body, either informally or formally in writing following the Complaints Procedure published on the Carrdyke Federation website:

[Home | Carrdyke Federation](#)

Appendices

Appendix A: *Classroom Organisation and Planning for Special Needs*

Appendix B: Working Practices for Special Educational Needs and Disabilities

Reviewing the Policy

This document is subject to an annual review as part of the cycle of self-evaluation. Its effectiveness is considered in light of the following performance indicators:

- Adaptation of task and by outcome reflected in weekly planning and evident in lesson observations.

- measurable progress made by individual pupils using teachers' regular assessments and monitoring.
- monitoring reports on classroom observations.
- collation of pupils and parent's/carer's comments following review meetings.

Review Framework

Reviewed by staff on: _____

Reviewed by Governing Body on: _____

Appendix A:

Classroom Organisation and Planning for Special Educational and Disability Needs (SEND)

This section is concerned with organising classrooms and teaching to prevent and/or overcome learning difficulties or other problems connected with learning.

Factors to consider:

A. Classroom layout:

- f* easy access to materials without confusion or congestion.
- f* defined routes for easy movement within school.
- f* defined working areas.
- f* easy access to teacher/TA/support staff.
- f* appropriate and clearly labelled furniture, storage and specific resources.
- f* established systems/routines known by children for storage/retrieval of resources.
- f* clear view of, and for, the children.

B. Effective grouping:

Grouping can be helpful as a way of differentiating the curriculum for individuals and in managing a variety of levels of learning, but it can be counter-productive if pupils feel labelled/singled out or left out of activities.

Here are some positive reasons for grouping:

- f* simultaneous teaching.
- f* practicing a new skill and promoting confidence.
- f* providing good models for specific skills.
- f* co-operative learning and knowledge sharing.
- f* contributing confidently to a group task.
- f* social skill development and practice.
- f* shared preferred learning style.

Flexible grouping is the key to organising effective learning for children and the reason for the grouping should relate to the task/target that has been chosen. Remember that group work is not always a co-operative endeavour; it may be that children are sitting in a group because they are on the same task, but that task may well be an individual one. Be clear about your aims and objectives of group work in your planning.

C. Place and position:

Some children have individual requirements that will have implications for where they sit in the classroom:

- f Handedness* – consider right handed- and left handed children’s positions to avoid limited working space.
- f Hearing* – make sure the child can hear instructions clearly and is sitting in a quieter part of the room. Can the child hear with one ear better than the other? Is she/he placed to maximize this fact? Can the child see your face/resources clearly?
- f Vision* – a child with a vision problem needs to have a clear view of work sheets, the board, visual aids, resources etc. Try to ensure that lighting is adequate and that glare and reflections are minimal.
- f Distraction* – some children are more easily distracted than others. Sometimes isolation can help but make sure this is for particular tasks and the reason for the temporary isolation is made clear to the child. Try sitting the child with a calm, settled group as a help and role model.

D. Materials:

Make sure these are:

- f* suitable to age/ability/needs.
- f* real, relevant and realistic.
- f* stimulating and motivating.
- f* give early chance of success.
- f* clearly written/easily understood.
- f* suitable length.
- f* offering varied approaches – games, puzzles, problem solving etc
- f* easily accessible.
- f* well-organised and ordered.

- f* cross-curricular, where possible.
- f* informative of daily routines, e.g. visual timetables, 'now and then' boards.

E. Teaching Methods

- f* plan the structure of the day in order to give individual and group help as and when appropriate.
- f* match child and task very carefully.
- f* have additional extension material available immediately for fast workers.
- f* build success into the task to give confidence and reduce any risk of failure.
- f* introduce new skills in small steps.
- f* proceed in steps from the confident 'known'.
- f* use practical demonstrations where possible.
- f* ensure generalisation of skills linked to other tasks where appropriate.
- f* make sure full attention of the children has been gained before trying to teach a new skill.
- f* keep careful records to ensure continuity and progression.
- f* set realistic time targets for completing work.
- f* praise and reward often, making rewards relevant to the child.
- f* provide timely feedback, in a positive way.
- f* evaluate and review the work set and the achievement made – modify where necessary to ensure success.
- f* accommodate and encourage different learning styles.

F. Ethos

The learning environment should be:

- f* encouraging and friendly.
- f* purposeful, positive and full of praise.
- f* fair and consistent.
- f* self-motivating and confidence boosting.

- f* relaxed and non-stressful.
- f* secure and stable.

Make sure that:

- f* rules and routines are clearly explained and displayed.
- f* there is consistent use of praise and rewards to reinforce good behaviour – focus on the positive.
- f* the adults label behaviour, not the child.
- f* wherever possible, problems are anticipated and dealt with discreetly.
- f* children's work is seen to be valued.
- f* children's feelings are respected.
- f* children are encouraged to be self-reliant.
- f* the teacher sets a good role model – a positive approach.
- f* there is time to listen to children.
- f* the success of children is shared and praised.
- f* there is open and positive communication amongst staff.
- f* parents are involved appropriately.
- f* children are encouraged to be enthusiastic in their learning, building confidence in a supportive atmosphere.

G. Additional help and support

Consider what help is available and how can it be used.

- f* support in planning and evaluating lesson content.
- f* support in planning a learning programme.
- f* support in delivering a planned programme.
- f* support by withdrawal for specific teaching input.
- f* support in assessing and identifying needs.
- f* support from colleagues working collaboratively.

Consider who might be able to help you:

- f* the Head Teacher
- f* the SENCO
- f* subject leaders

- f* other colleagues
- f* other pupils
- f* external agencies
- f* parents

Safety

The utmost safety of all children must be considered at all times. If children are withdrawn from lessons for whatever reason at any time, they must be constantly supervised by an adult.

Appendix 2:

Carrdyke Federation SEND pathway

Needs met using local offer funding

Begin EHCP process if eligible

Stage 1 Initial concerns	Stage 2 Raising concerns	Stage 3 SENDCo support	Stage 4 Assessment and specialised provision	Stage 5 Outside agency support
<p>Teacher Review current arrangements using whole school provision map; refinements to Quality First Teaching (QFT) and interventions:</p> <ul style="list-style-type: none"> ✓ QFT strategies ✓ Learning environment checklist ✓ Application of behaviour policy (in place with clear and consistent expectations) ✓ Intervention(s) implemented and evidence of monitoring in SEND or intervention folder ✓ Parents informed of concerns <p>SENDCo</p> <ul style="list-style-type: none"> - Aware of initial concerns through conversation/Pupil Progress Review/ cause for concern form. 	<p><i>Despite adjustments to QFT/intervention(s) for at least one-half term, limited or no progress is made</i></p> <p>Teacher</p> <ul style="list-style-type: none"> - To inform SENDCo via initial concerns form (see class SEND folder) - Provide SENDCo with evidence of QFT strategies/adaptions made - One-page profile- This is highlighting initial concerns and ensuring we have evidence of things already in place and implemented. This informs next steps. + <p>SENDCo</p> <ul style="list-style-type: none"> - Add child to monitoring list - Book in a drop-in session with class teacher(s) 	<p>Teacher Implement enhanced support from whole school provision map for at least one-half term. Gather evidence to show impact of interventions/support in place</p> <p>SENDCo</p> <ul style="list-style-type: none"> - To support QFT, referring to checklist - Observations using learning environment checklist - Consult monitoring list to identify prior and current support - Analyse planning and scaffolding in child's book - Identify strategies/interventions not yet in place 	<p>ASSESS – PLAN – DO – REVIEW</p> <p>Teacher</p> <ul style="list-style-type: none"> ✓ Create Individual Education Plan (IEP), save it to child's individual folder within SEND folder and add to class SEND folder ✓ Inform parents that child is going onto the SEND register, share ISP and pupil passport. Parents to sign and comment. ✓ If directed by SENDCo, teacher to complete VSEND tool <p><i>If need is behaviour:</i> Teacher to complete Individual Behaviour Plan (IBP), save to child's folder in SEND folder and add to class SEND folder. SENDCo to support with processes of agency support</p>	<p><i>When current support is not having measurable impact, SENDCo will request support from outside agencies:</i></p> <ul style="list-style-type: none"> -Specialist teaching team -SALT -Working together Team -Behaviour Outreach -Healthy minds -CAMHS -Educational Psychologist <p>SENDCo</p> <ul style="list-style-type: none"> - Parents involved in referral process - VSEND assessment to be consulted <p><i>Educational Health Care Plan application will also be considered</i></p>

