SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Date Written: Oct 2025

Date of Review: Sept 2026

Head teacher……
Date……..

Chair of Governors……
Date……

Special Educational Needs & Disability (SEND) Policy

This SEND policy describes how we identify and support those children at Carlton Colville Primary School who have additional needs as a result of a learning difficulty and/or a disability. This Policy complies with the following:

- Equality Act 2010: advice for schools DFE (Feb 2013)
- Part 3 of the Children and Families Act (2014) which sets out school's responsibilities for pupils with SEND and disabilities
- Regulation 51 and Schedule 1 of the SEND Regulations 2014, which sets out school's responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.
- Section 6 of the SEND Disability Code and SEND Practice 0-25 years (2015).
- Statutory Guidance on supporting Pupils at School with Medical Conditions (2015)..

What are special educational needs?

The Code of Practice identifies ***"a child or young person as having special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:***

a) ***have a significantly greater difficulty in learning than the majority of others of the same age; or***
b) ***have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."***

Special educational provision means educational or training provision that is "**additional to**, or **different from"**, that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (2014): cognition and learning; social, emotional and mental health; communication and interaction; and sensory and/or physical need.

This SEND Policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will do our best to ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Contact the SENDCO through the school office 8:30am – 4:00pm Monday to Friday.
Telephone: 01502 572682
email: office@carltoncolvilleprimary.co.uk

The Lead Governor for SEND is Mr Andrew Orves (Chair of Governors).

School Ethos

- Ensure equality of opportunity enabling everyone to make the most of their abilities and to develop and widen their individual interests and talents.
- Provide quality learning and teaching through a rich and stimulating curriculum.
- Provide a sensitive and caring environment, which promotes respect and consideration towards others.

- Encourage and celebrate achievement, promoting high expectations and developing self-esteem.
- Foster a pure interest and enjoyment of learning and knowledge.

In our school every teacher is a teacher of every child or young person including those with Special Educational Needs (SEND).

Aims and Objectives

Aims

At Carlton Colville Primary School, we aim to provide every child with access to a broad and balanced education, including the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

Objectives

- To seek to identify the needs of pupils with SEND as early as possible, by gathering information from parents/carers, education, health and care services and Early Years settings prior to the child's entry into school.
- To monitor the progress of all pupils to aid the identification of pupils with SEND and to ensure that all pupils are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and specific responsibilities.

Roles and Responsibilities

The Role of Class teachers

Each class teacher is responsible for:

- The welfare, progress and development of every pupil in their class
- The regular review and updates of individual support plans.
- Following the advice, recommendations and instructions in Section F of a pupil's EHCP.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.
- Delivering the provision advised and provided for by outside agencies

- Creating and updating the SEND Provision Map for children with SEND in their class.

The Role of the SENCO & Inclusion Leader

The SENCO is Mrs Carruthers. The Inclusion Leader is Mrs Sarah Aggreh:
They will:

- Work with the Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Manage the High Needs Top up Funding by assessing additional needs against agreed criteria in order to secure appropriate additional funding.
- Work with the deputy headteacher, headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Inclusion Leader and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher/Deputy Headteacher

The Headteacher/Deputy Headteacher will:

- Work with the SENCO, Inclusion Team and SEND governor to determine the effectiveness and the strategic development of the SEND policy and provision in the school.

Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND records for individual pupils. All staff can access:

- Carlton Colville Primary School SEND Policy.
- A copy of the full SEND Register.
- A copy of the Whole School SEND Provision Map.
- The latest copies of Individual Support Plans.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles.
- Targets set and copies of the school/class provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities, or details of where these can be accessed.

Using the information above, staff member will have the latest information about each SEND pupils, including the planned reasonable adjustment to support them, so they can achieve the best they can.

Admission arrangements

The admission arrangements for ***all*** pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans (Statements of Special Educational Need) and those without. Please refer to the information contained on our website:
https://carltoncolville.suffolk.sch.uk/suffolk/primary/carltoncolville/site/pages/keyinformation/admissions

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We work in partnership with appropriate specialist SEND agencies to ensure we meet the needs of all children at Carlton Colville Primary School.

Facilities and resources for pupils with SEND

Each year the school identifies a budget for special needs. Depending on the type of need of children, some of the money will be provided by the school and some from the local authority. Allocation of support time is based on need. The amount of time available to each class varies from year to year, according to the number of children identified as requiring extra support and the extent of their needs. The SENDCO is allocated a certain amount of money each year for buying resources, such as reading materials, maths equipment, games, computer software etc.

The budget of the school including that spent on special educational needs is reported regularly to the Governing Body, and any exceptional spending can be approved there.

Access Facilities for Pupils with SEND

Our school complies with the Disability Equality Duty, see [Equalities] Disability Policy and the Accessibility Plan which aims to:

- Increase the extent to which disabled pupils can participate in the curriculum (learning and social experiences)
- Improve the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to those with disabilities.

Children with medical conditions are supported so that they have full access to education, including school trips and physical education. Some children's medical conditions will be recognized in their Education, Health and Care (EHC) Plans.

Identifying pupils with SEND and assessing their needs

We aim to identify pupils with SEND as early as possible.

Where a pupil is identified by a class teacher as having needs that are additional to or different from those of other pupils whose needs are being met through delivery of the Universal Offer which includes 'Quality First teaching' and classroom interventions they will consult with the SENCO and parents/carers.

Pupils who are off track with their progress, or attainment, are identified at pupil progress meetings. These pupils are offered the **'Graduated approach'**- a four-part cycle of **Assess, Plan, Do, Review** (ADPR) which involves short term targeted interventions. The family and pupil are fully informed of the plan and the time limited outcomes identified.

If there are still concerns about a child's rate of progress following the school based **ADPR** cycle the SENCO with parents' consent will seek advice from outside agencies on how to further support and/or make assessments to help identify any specific special educational needs.

Pupils who are identified as having special educational needs that require continual support that is additional to and/or different from their peers are placed on the school's SEND register with parental consent.

SEND Register

There are two categories of SEND need -SEND Support and an Education and Health Care Plan (EHCP).

SEND Support is where a pupil has identified Special Educational Needs which require additional and /or different support which takes the form of the ADPR cycle. This cycle is repeated at regular intervals through the year. Pupils categorised as SEND Support will have an individual learning support plan set up by the class teacher and SENCO. These include SMART targets and are reviewed and updated regularly and shared with the parents/carers.

A child will remain on the SEND register and have a Support Plan while there is a SEND concern.

Where targets are achieved, new targets may be set, or a child may no longer need to remain on SEND Support. In this case they would then be monitored by the class teacher and SENCO. Where there is no longer a concern they will then be removed from the SEND register.

Education, Health and Care Plan (EHCP) is requested if a pupil requires referral to a specialist alternative educational provision or has lifelong or significant difficulties.

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

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which can be requested by the school or 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, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application will require information from a variety of sources including:

- Parents
- Teachers
- Inclusion Team
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

The local authority is responsible for, and maintains an EHC plan for a child or young person. The school will monitor and review the progress made by the pupil during termly progress and inclusion meetings. An annual review meeting including SENCO, Inclusion Team, parents, class teacher, a local authority Family

Services officer and other specialists where these are involved with the pupil. For more information, please see Section 42 (onwards) of the Children and Families Act 2014.
https://www.legislation.gov.uk/ukpga/2014/6/section/42

Further information about EHCPs can found via the SEND Local Offer:
https://www.suffolklocaloffer.org.uk/

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The 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.

Access to the Curriculum, information and associated services

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 SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is appropriately challenged for all children. We provide targeted individual or group intervention, to help children catch-up as/when necessary. Adaptive teaching is clear in teachers planning is informed by support plan targets that are ambitious and celebrate achievements at all levels are written for those pupils on SEND Support or with an EHCP.

We set appropriate individual targets that are ambitious, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Headteacher, Deputy Headteacher, Inclusion Leader (Assistant Headteacher), Pastoral Leader and SENCO oversee the school's approach to inclusion and are responsible for ensuring that it is implemented effectively.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice from external support services see 'School's contribution to Local SEND Offer' if the needs of a child require expertise outside of the school or if the school needs to build its own capacity to support the needs of a child.

Evaluating the success of provision

On a termly basis, the schools' Pupil Progress Meetings (PPM) will be used to ensure that all children including those with special needs are making appropriate academic progress. Termly meetings with the

Inclusion team (Safeguarding lead, SENCO and Pastoral Lead) and class teacher review what is working well, evaluating the impact of extra support and/or interventions that are in place.

On a termly basis, as part of the individual support plan review process, parents will be invited to meet with the class teacher and when appropriate the SENCO and/or other agencies to discuss progress, review and set new targets and plan how further progress will be made in the coming term.

Where external support is procured, for example specialist teachers, they will monitor and evaluate the provision made for each child in their visit notes.

On an annual basis, all staff that work in the school's special educational needs provision will have their performance evaluated by looking at the outcomes of the children that they have worked with as part of the school's Performance Management Review (PMR) process.

For children with an EHCP, an annual review will take place, which looks at the impact of interventions over the previous year, allowing evaluation and refocusing to take place if required

Complaints Procedure

At Carlton Colville we aim to establish close working partnerships with parents/carers and, if they are anxious about any aspect of their pupil's education, we encourage them to approach the school. In the first instance parents should raise any concern they have with their child's class teacher. Following this, a meeting may be arranged with the SENDCO, Inclusion Leader or Headteacher, as appropriate.

We are always looking to improve our practice – it is a guiding principle of all aspects of the school. As such we openly encourage any feedback and will deal with it using a fair, open approach always with the child's interest at the centre of what we do.

A copy of our school's complaints procedure can be found on our school's website and is also available at the office for reference.

In service training (CPD)

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. The SENCO attends relevant SEND courses, updates and conferences, and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO ensures that training opportunities are matched to school development priorities and the needs of the children.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

Working in Partnership with Parents and Carers

We aim to promote good relations and positive communication with all parents/carers of pupils at Carlton Colville for parents and carers with children on the SEND register we work hard to keep them fully informed and involved through formal and informal meetings, emails, letters and phone calls.

We take into account the wishes, feelings and knowledge of the parents/ carers and children at all stages and encourage them to make an active contribution to their children's education. There are formal opportunities to share information at review meetings, but the SENDCO encourages parents and carers to meet with her when they have any queries or concerns. This can be through discussions, phone calls or emails.

Targets are shared and discussed regarding the pupil's support plans. Support plans are regularly reviewed and progress is reported to parents/carers who are part of the process. Children have regular opportunities to share their wishes and feelings as part of this process also.

We invite parents/ carers to discuss outside agency intervention and always seek their permission before referring a pupil to outside agencies.

In addition, the school has a Pastoral Team who work with pupils and support parents with concerns they may have regarding their child's social and emotional well-being.

The school provides information about SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service). Parents of any pupil identified with SEND may contact the Parent Partnership Service by telephone on 01473 265210, by email to Sendiass@suffolk.gov.uk or for more information about the service go to www.suffolk.gov.uk/sendiass for independent support and advice.

Links with other agencies and voluntary organisations

Carlton Colville is fortunate to have excellent support from external services who keep in regular contact with the SENDCO. This external support plays an important role in helping the school identify, assess, and make provision, for pupils with SEND. The SENDCO can make contact with a range of outside agencies for further support and assessments if school strategies and support is not sufficient in supporting a pupil. These agencies include Speech and Language Therapy, Occupational Therapy, Newberry clinic for neurodevelopmental assessment, Specialist Education Service and Educational Psychologist (EP). The professionals may come into school to observe and assess pupils and to meet with the SENDCO and communicate with parents/carers. The SEND Team also receives documentation from health professionals including Pediatricians.

The school has close contact with the Mental Health Support Team to whom they can make referrals or seek advice.

Links with other policies and documents

This policy links to the following policies and documents:

- Accessibility Plan
- Disability Policy
- Equality Policy
- Behaviour Policy
- Mental Health Policy

Storing and managing information and confidentiality

All paper SEND documentation and reports, linked to a pupil, are securely locked in a filing cabinet in the SENCO's office.

Copies of all relevant reports and documents are passed on to a child's new setting, or school, during their transition period.

Monitoring and evaluation

- The SENCO & Inclusion Leader undertakes termly monitoring to ensure children are being appropriately supported.
- The SENCO, Inclusion Leader and Pastoral Leader provide regular training to all teachers and support staff. Training is dependent on the needs of the school throughout the year.
- The SENCO supports the teachers to create Individual Education Plans (IEPs) and supports with planning appropriate educational provision (reasonable adjustments).
- The SEND governor regularly meets with the SENCO and Inclusion Leader as part of the governors monitoring cycle.