

# **Carr Manor Community School**

## **SEND Policy**

**This policy applies to staff, pupils, parents and governors**

**Adopted by the governing body: January 2024**

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### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Children and Families Act 2014 states:

1. A child or young person has 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
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
  - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) 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 or mainstream post-16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

### **Definition of special educational provision**

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

## Mission statement

At Carr Manor Community School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Carr Manor Community School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

### Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, feeder primary schools and nurseries prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by Maxine Russell (SENDCo), Andrew Laycock (Senior Assistant Principal) and Sarah Holdsworth (Vice Principal and DSL) 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.
- **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, providing regular reports on their child's progress, and

providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular opportunities for pupils to meet with the SEND Managers and other appropriate adults (Learning Support Workers, for example) and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, such as membership of the School Council, opportunities to be Restorative Practice representatives, opportunities to become Passengers into Crew etc.

## 2. Responsibility for the coordination of SEND provision

- The persons responsible for overseeing the provision for children with SEND is Simon Flowers (Executive Principal), Lucie Lakin (Principal) and Laura Storey (Associate Leader – SEND Lead).
- The person co-ordinating the day to day provision of education for pupils with SEND is Maxine Russell (SENDCo).

## 3. Arrangements for coordinating SEND provision

The SEND team will hold details of all Education, Health and Care Plans (EHCPs), SEND Support, IEPs and targeted programmes for individual pupils.

### All staff can access:

- The Carr Manor Community School SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with EHCPs);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEPs;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## 4. 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 EHCP's and those without.

All SEND paperwork should be passed to the SENDCo as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone or virtual meeting to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made (where possible) prior to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

## 5. Allocation of resources for pupils with SEND

Teachers and other professionals involved with a child (their coach, for example) will refer pupils to the SENDCo if they identify any concerns in relation to possible SEND. The SENDCo will allocate resources, such as classroom support, intervention provision and/or specialist programmes following careful assessment of the pupil's needs. Simon Flowers, Lucie Lakin and SEND leaders will allocate human resource as appropriate to the needs of the cohort of children with SEND in any given academic year.

## 6. Identification of pupils needs

### Identification

See definition of Special Educational Needs and Disabilities at start of policy

### A 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 they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's teacher(s) 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 going forward.
- f) If a pupil has recently been removed from the SEND list 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 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 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 (K)***

- a. This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under SEND support, the school puts provision in place without resource to external advice, or additional resources provided by the local authority.
- b. Class/subject teachers collaborate with the SENDCo on evidence gathering and identification.
- c. Once the SENDCo has been notified, she will make her own assessment through reviewing the evidence of identification supplied by the teacher and assessing the pupil in class. With this knowledge the SENDCo can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- d. An action plan is drawn up, detailing provision and how it will be coordinated. The plans and findings are recorded in the pupil's school profile and parents are informed and consulted. An IEP may be recorded and implemented at this stage if deemed necessary.
- e. When a child has been identified as having SEND and steps have been taken for provision, but the child has not progressed as expected, the school will consider taking further steps.
- f. Following the school's previous assessment, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.
- g. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions. An IEP will be set up and implemented at this stage.

### ***Referral for EHCP***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school or parent. This will occur when the LA believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

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

- Parents
- Teachers
- SENDCo
- Health professionals
- Social Care professionals
- Education Professionals external to school (Educational Psychologist, Speech and Language Therapist etc.)

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

### ***EHCPs***

- a. Following Statutory Assessment, an EHCP will be provided by Leeds City Council if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- b. Parents have the right to appeal against a decision either for or against a statement of special needs for their child.
- c. Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by the SENDCo, 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.

## **7. 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, in line with 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 school curriculum is regularly reviewed by Andrew Laycock, together with SEND leaders to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs and disabilities of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively, to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.



## 8. Inclusion of pupils with SEND

The Inclusion Manager oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the school's Curriculum Manager in consultation with SEND leaders to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this, see section 9.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits;
- Practicing teaching methods that suit the needs of individual pupils;
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

## 9. Complaints procedure

Refer to the general complaints procedure.

In addition, if a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint.

## 10. 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 SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## 11. 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 and the child's parents.

Carr Manor Community School, along with our partner cluster schools, has invested in employing the services of a Speech and Language Therapist in order to ensure efficient access to support for those children with Speech, Language and Communication Needs.

## 12. Working in partnerships with parents

Carr Manor Community School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, written reports and Meet Your Coach days.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

## 13. Links with other schools

The school is a member of a cluster including five local primary schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### Transition

As a part of the regular arrangements for children's transition from nursery to Reception / Year 6 to Year 7, information is gathered from all nurseries / feeder primaries on any children with particular needs who are coming to Carr Manor Community School. Meetings are held between the SENDCo and relevant staff at the nursery / primary school, in order that detailed information can be gathered in order to make the transition smooth and successful.

There are formal transition review requirements for any pupils in Y9 who have an EHCP. These involve specialist careers advice and preparation for adulthood.

## 14. Links with other agencies and voluntary organisations

Carr Manor Community School *invites* and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- STARS
- Hearing and Visual Impairment Service
- Social Services
- Speech and Language Service
- NHS Specialist teams
- Specialist Outreach Services

In cases where a child is under observation or there is a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

**Signed** \_\_\_\_\_ **(Headteacher)**  
Date

**Signed** Maxine Russell **(SENDCo)**  
Date 17.01.2024

**Signed** \_\_\_\_\_ **(SEND Governor)**  
Date

**This policy will be reviewed annually.**