

# **Carr Manor Community School**

## **Universal SEND Offer**

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

**Adopted by the governing body: April 2026**

**Review date: February 2027**

## General Statement

SEND provision at Carr Manor Community School (CMCS) is overseen by the Senior Leadership Team (SLT) and co-ordinated and managed by the SEND Lead, SENDCo and SEND Team Manager. SEND provision is regularly monitored, reviewed and evaluated by this team and the school's governing body receives regular updates on how individual needs are being met and how SEND funding is being spent. At times, funding may be spent on additional services. An example of this is the allocation of funds to employ the services of a Speech and Language Therapist to work across the primary and secondary phases.

All pupils at CMCS are treated according to their individual needs and teaching staff, with the support and guidance of the SENDCo and SEND leaders, plan an appropriately differentiated curriculum for pupils with SEND to ensure high quality teaching and learning. Clear Individual Education Plans (IEPs) and Individual Provision Maps (IPMs) are put in place, shared with relevant staff and regularly reviewed and adjusted as pupils progress. Regular assessment and feedback is used to inform these reviews. Pupil voice is also gathered and added to IEPs, ensuring that the pupil is directly involved as a partner in their learning.

Parents/carers are vital partners in a pupil's learning journey, and are invited to attend meetings to discuss their child's progress and well-being at least 4 times per academic year through Meet Your Coach and Teacher (MYCAT) days. The parents/carers of pupils with an Education Health and Care Plan (EHCP) will, in addition, be invited to Annual Review meetings, which may involve other professionals. Parents/carers are also welcome to request a meeting with the SENDCo should any questions or concerns arise throughout the year.

An appropriate and accessible learning environment is provided within the school's means and confines of the building and is adapted where possible with additional funding, if available and necessary. The school has a lift and several disabled toilets, and the building is compliant with DDA regulations.

Many members of staff in school are trained in, and have worked alongside other professionals to develop their skills in specific areas of SEND such as Autism, Dyslexia, Speech and Language needs and more complex needs. We have a wealth of experience among school staff in running group sessions to develop Social and Emotional aspects of learning along with other targeted activities aimed at supporting pupils with emotional needs. Support is sought from other agencies in order to maximise learning potential. We engage with CAMHS and the NHS nursing service and have close links with Local Authority services such as the Inclusion Advisory Team: Cognition and Learning, SENSAP, Educational Psychology and The Complex Needs Team. Cluster services are also regularly accessed through the SENDCo and/or Safeguarding Manager.

The following school policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of all pupils: SEN policy; Child Protection policy and Disability policy.

**Useful contacts** School general enquiries: 0113 3368400 SENDCo (Maxine Russell) 0113 3368400 ext 31312 [russelm02@carrmanor.org.uk](mailto:russelm02@carrmanor.org.uk)

## Frequently asked questions

What do I do if I think my child has special educational needs?

Parents/carers may contact the SENDCo, Maxine Russell, on 0113 3368400 ext. 31312. Arrangements can be made for a meeting in order that school can listen carefully to any concerns and put any appropriate actions in place. This may involve signposting to other professionals.

How will school support my child?

Support will be personalised according to the child's need as identified through assessments and, where appropriate, recommendations from other professionals. An IEP, IPM or Passport may be drawn up outlining the child's needs and support, which will inform teachers planning to meet the child's needs. This will be reviewed on a regular basis.

How will I know how well my child is doing and how will you help me to support my child's learning?

Progress reports will be sent each half-term and a written report annually. In addition to this, parents/carers will be invited to attend MYCAT days. The SENDCo is always available on these occasions for any further discussion. Parents/carers can also arrange to meet with the SENDCo and/or other significant staff members to discuss their child's progress and how this can be supported.

What support will there be for my child's overall well-being?

CMCS prides itself on having an inclusive ethos. Our Inclusion team ensures that children receive the highest level of pastoral care possible, and develops strong working relationships with parents/carers to facilitate this. We also have a Safeguarding team who work closely with children who present as vulnerable and ensure that all staff are fully trained in child protection and safeguarding. The SEND team, Inclusion team and Safeguarding team work very closely with one another and with outside agencies to ensure academic success, safety and emotional well-being for all children.

What specialist services and expertise are available?

School has close working relationships with many specialist services through the SEND, Inclusion and Safeguarding teams. These include: Educational Psychology; Speech and Language Therapy; CAMHS; Inclusion Advisory Team; STARS; DAHIT.

What training is available for/has been completed by staff working with children with SEND?

Our SENDCo has completed the National Award for SENDCo's with Leeds Beckett University. Due to our employment of a Speech and Language Therapist, a number of staff have become trained in the development of speech and language groups and the delivery of recommended programmes of study. Through in-house training and input from outside providers we also have high levels of expertise in the understanding of SEMH difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.

Extra training has been undertaken in areas such as: Autism, Attachment Theory, The Learning Line, Numicon, Phonics, Restorative Practices and Dyslexia.

How will the school help my child on transfer to the next phase of education?

The SENDCo is made aware of any children transferring to CMCS who may have SEND, and will personalise a programme of transition in consultation with parents/carers and other professionals. Many pupils undertake additional visits individually or in smaller groups on transition to Reception and Year 7, and additional home/nursery visits are arranged as necessary for pupils transitioning to Reception.

How are school resources allocated and matched to the children's SEND requirements?

The school is funded on a national formula per pupil. Blocks of £6000 are allocated depending on the number of children who meet the criteria and who are on the school's SEND register. The school uses pupil funding and any additional top up funding to put appropriate support in place to meet the specific, individual needs of a child.