Carleton Rode &

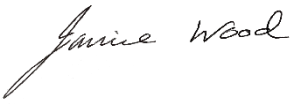
Forncett St. Peter

CEVA

Primary Federation

Carleton Rode and Forncett C.E.V.A. Primary Schools' ethos is founded on the belief that we should love our neighbour as we love ourselves and show this by treating others as we would like to be treated.

SEND Policy

Formally adopted by the Governing Board of	**Carleton Rode & Forncett St. Peter CEVA Primary Federation**
On:	**February 2026**
Review due:	**February 2027**
Signed by Chair of Governors: **Janice Wood**	
Signed by Executive Head: **Callum Richards**	

Introduction

At Carleton Rode and Forncett CEVA Primary Federation we aim to create an inclusive culture where all of our children can participate fully in their learning and achieve success. We offer a broad and balanced curriculum and are committed to creating a learning environment which is flexible enough to meet the needs of each child in our school community. We value high quality teaching for all of our learners, including those identified with SEN and have clear systems in place for the early identification of talents, abilities and barriers to learning.

It is a statutory requirement that schools have a member of staff with designated responsibility for the coordination of SEN provision (SENDCO). At Carleton Rode and Forncett CEVA Primary Federation, the SENDCO is Laura Higgins

Our SEND policy aims to:

- Set out how our school will support and make provision for children with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for children with SEN

Legislation and guidance

At Carleton Rode and Forncett CEVA Primary Federation we follow the 2014 SEN Code of Practice to ensure the best outcomes for all children with special educational needs.

This policy and information report is based on the Special Educational Needs and Disability (SEND) Code of Practice and the following documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEN and disabilities
- Equality Act 2010
- Guidance on Supporting Pupils at School with Medical Conditions
- Safeguarding Policy
- Accessibility Plan
- Latest Keeping Children Safe in Education

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Teachers' Standards

Definitions

The 2014 Code of Practice defines SEN as:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special education provision is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our aims for children with SEND

Our aim is to provide every child with access to a broad and balanced education, with entitlement to the National Curriculum, as specified in the SEN Code of Practice. We are fully committed to equality and take every possible step to ensure that no discrimination occurs. We strive to ensure that any barriers are quickly identified and addressed, making reasonable adjustments so that all children can make progress and achieve.

At Carleton Rode and Forncett CEVA Primary Federation we aim to:

Ensure that every child experiences success in learning and achieves to the highest possible standard.
Seek and discover each individual's strengths and wishes

Value and encourage the contribution of all children to the life of the school by taking regular pupil voice

Develop the self-esteem of every child

Work in partnership with parents, carers and children

Work closely with external agencies, where appropriate

Ensure all staff have access to training and advice to support high quality teaching and learning for all pupils

Work with the governing body to enable them to fulfil their statutory monitoring role.

Identifying Children with SEN and Assessing their Needs

At Carleton Rode and Forncett CEVA Primary Federation we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision, namely provision that is different to or in addition to the whole class, will be identified as having SEN. A child may arrive in school with a particular need already identified or it may be identified in school.

Areas of Special Educational Need

Children identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

<u>Communication and interaction</u> This can mean that your child has a speech, language and communication need (SLCN). I.e. they have difficulty in making themselves understood or in understanding the meaning of some or much of what they hear or read. This may result in problems taking part in conversations. Some children may have an Autism Spectrum Disorder (ASD) which could result in difficulties related to making sense of the world, imagination, distraction or distress from certain events, change in routines, co-ordination or motor (physical movement) functions.
<u>Cognition and learning</u> Children with learning needs will learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty will have difficulties related to one or more of dyslexia (reading

and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Poor behaviour can result from learning needs.
<u>Social, emotional and mental health difficulties</u> Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn or isolated or challenging, disruptive or disturbing behaviour. Unusual mood, conduct (behaviour) and medically unexplained physical symptoms can be indicators of a mental health need. Some children may have a diagnosis of a recognised disorder
<u>Sensory and/or physical needs</u> Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

The identification of children with special educational needs is a whole school responsibility. It is the class teacher's job to plan, teach and assess the day to day lessons taking into account the wide range of abilities, aptitudes and interests of the class. The majority of children will make progress within these arrangements.

When a child does not make sufficient progress, within the regular adaptations of the class, or appears to be experiencing difficulty, a discussion will take place between the class teacher and the SENDCO.

It is important to remember that slow progress and low attainment, or having a diagnosis, will not automatically mean a child has a special educational need.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a need is identified, we follow the graduated approach: Assess, Plan, Do, Review (APDR)

- Assess – this means using relevant information about the child's development and progress at home and at school
- Plan – this involves parents, teachers and pupils in planning provision that will help them overcome their barriers to learning
- Do – this refers to the implementation of the agreed plan
- Review – the final stage of the process evaluates the impact of the provision.

Once a class teacher has identified a need, they will (in conjunction with the SENDCO, where appropriate) create a One Page Profile (OPP). One Page Profile's have the child at the forefront, and the child's wishes, needs and wants are expressed by them. Children will spend time with a familiar adult, and the adult will help them fill in an OPP. The adult will follow the child's lead. OPP's are kept securely in classrooms and are continually referred to by teachers and TAs working in that classroom to help inform planning and intervention.

In addition to the OPP, teachers will create a Support Plan; this is a set of no more than three targets which specify the small steps the child will be supported to make to help them overcome the difficulties identified in the OPP.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialists, for example Education Psychology and Specialist Support (EPSS) or the Speech and Language Therapy (SaLT). The school will consult with parents/carers before involving a specialist. Outcomes from this involvement will be used by teachers to write targets for the Support Plan, if they are identified as SEN.

Where a child's needs require additional support beyond what is usually available and funded within the schools existing budget, the school may apply for an Education and Healthcare Plan (EHCP). Sometimes, this is already in place when a child reaches statutory school age. This Plan will articulate how best the additional funding will be utilised to support the child to attend mainstream school. The class teachers and support staff have a legal duty to provide the provision mentioned in the EHCP, with support from the SENDCO.

Monitoring and Reviewing Progress

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Each Support Plan will be reviewed every term to assess effectiveness and impact; however, teachers regularly review effectiveness of lessons, support and interventions as part of high quality teaching.

Funding and Resources

All pupils with SEND will have access to additional support from the school's budget, which will be used to provide additional equipment, facilities and support. The allocation of these additional resources is prioritised according to need.

Additional funding can be applied for children who require additional support that has a cost that is greater than the notional funding provided within the school budget each year.

Element 3 can be applied for children at SEN Support who require additional support beyond high quality teaching.

Pupils with the most complex needs may be eligible for further funding provided by the Local Authority as part of an Education, Health and Care Plan (EHCP).

Expertise and Training of Staff

Our SENDCO has experience in this role and has completed the National Award for SEN Coordination. Teachers have experience of many different types of special educational needs and we have a team of teaching assistants who are trained to deliver a range of SEN provision and intervention. Training is linked to the needs of specific children. Additionally, training may be sought and provided for children with a particular need, so staff feel confident they are providing the best support for that child.

Admission Arrangements

The admission arrangements for pupils with SEND are set out in legislation. In Norfolk, the admissions arrangements are set out on the county website. Parents are encouraged to discuss their child's needs with the Executive Headteacher when visiting the school and applying for admission.

Support for Parents

At Carleton Rode and Forncett CEVA Primary Federation we foster close working relationships with parents and carers in order to ensure children receive early and accurate identification and assessment of SEND, leading to appropriate intervention and provision and support to make social, personal and academic progress. Where specific advice, guidance and support are required, the SENDCO may signpost parents of pupils with SEND to other services locally.

Parents will be invited termly to discuss their child's Support Plan, and parent voice is taken and considered at each step of the APDR cycle. Parents are also invited to SENDCO Surgeries, which are run by the SENDCO as a chance to have an informal chat about their child.

By law, all Local Authorities must publish their SEND Local Offer. The Norfolk Local Offer brings together information that is helpful to children and young people with special educational needs and/or disabilities (SEND) and their families. Information on Norfolk's Local Offer can be found on the following website:

https://www.norfolk.gov.uk/children-and-families/send-local-offer

The Norfolk SEND Partnership Information, Advice and Support Service (IASS) provides free and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers. Information on the Norfolk SEND Partnership Information, Advice and Support Service can be found at:

https://www.norfolksendpartnershipiass.org.uk

Roles and Responsibilities

The SENDCO will:

- Work with the SEN 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 children 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 SEN support
    - Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
    - 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

- Work with the governing body 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
- Provide the governing body with timely and accurate evaluations of the effectiveness of SEND provision

The SEND Governor

All schools should have an appointed governor for SEND. The SEND governor for Carleton Rode and Forncett CEVA Primary Federation is James Smith. The SEND governor is the link between the governing body and the school in relation to children with SEND.

The SEND governor will:

- Know how the school identifies children with SEND
- Know how many children in the school have SEND
- Ensure that inclusive provision is made for pupils who have SEND
- Know how money is allocated for SEND and how it is spent
- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Develop and monitor the policy
- Work with the Executive Headteacher/SENCO to determine the strategic development of the SEN policy and provision in the school

The Executive Headteacher will:

- Have overall responsibility for the provision and progress of pupils with SEND

Class teachers will:

- Set suitable learning challenges
- Ensure that work matches the ability of all children and enables them to make good progress
- Manage pastoral care
- Ensure their classroom is an inclusive environment for all learners

- Monitor the progress and development of every pupil in their class
- Work 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

Evaluating the effectiveness of our provision.

Senior Leaders in school closely monitor outcomes for all children and for those with special educational needs. School data is scrutinised and areas for staff development are identified.

We evaluate the effectiveness of provision for children with SEN by:

- Following the Assess, Plan, Do Review cycle
- Reviewing pupils' individual progress (using their Support Plan where appropriate)
- Reviewing the impact of interventions
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

We ensure that children with special educational needs have the same opportunities as other children and take their needs into account when planning school visits, clubs and special events. No child is ever excluded from taking part in these activities because of their SEN or disability.

Concerns or complaints

Parents who have a concern about their child or the school's provision for their special education need should speak to the school's SENDCO. Usually this will be sufficient in solving any problems. The school's complaints procedure is also available on the school's website.

Related policies

The following policies are also relevant to children with SEND;

- Admissions
- Accessibility
- Safeguarding
- Equalities
- Policy for pupils with medical needs

Contacts

SENDCO: Laura Higgins
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Chair of Governors: Ben Stodel & Janice Wood
Mental Health Champion: Jon Wheater

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