

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



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Statement of intent

Carnforth School is committed to providing an appropriate and high-quality education to all the children living in the local area. We believe that all children, including those identified as having Special Educational Needs and Disability (SEND) 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. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy outlines the framework for Carnforth School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with SEND.

In response to the Special Educational Needs and Disability Code of Practice: 0 to 25 years June 2014 (updated 2015), all Local Authorities must publish a 'Local Offer' in order to:

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and service providers in its development and review.

For more information on Worcestershire School's Local Offer go to:

<http://www.worcestershire.gov.uk/sendlocaloffer>

Carnforth School therefore intends to work with Worcestershire Local Authority whilst using the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.

This policy has been written in conjunction with Carnforth School's SEND Information Report (published on the school's website). <https://www.carnforthschool.org/>

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1. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting children at school with medical conditions'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2018) 'Working Together to Safeguard Children'

- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy: Children
- Child Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Children with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Exclusion Policy
- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Plan

2. Definitions

'A child or young person has SEND if they have 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

Special educational needs and code of practice 2014

3. Objectives

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all children to aid the earliest possible identification of SEND.

4. Safeguarding children with SEND

Carnforth School is fully committed to safeguarding and promoting the welfare of all of our children. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that children with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, child-on-child abuse, neglect and sexual violence or harassment.

Carnforth School recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers include, though are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.

- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Keeping Children safe in Education 2026

The headteacher and governing committee will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving children with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy. Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

In accordance with KCSIE 2026, the school recognises that children and young people with SEND may face additional barriers in recognising, understanding and reporting abuse. Concerns must never be automatically attributed to a child or young person's SEND, disability, communication need or medical condition. The Designated Safeguarding Lead and SENDCo will work closely together when safeguarding concerns arise, ensuring that appropriate communication methods are used so that the voice of the child is heard and acted upon.

The school will ensure safeguarding reporting systems are accessible to all children and young people, including those with speech, language, communication or learning needs. Reasonable adjustments will be made to enable children and young people with SEND to communicate concerns, worries or disclosures effectively.

Further information can be found in the school's Child Protection and Safeguarding policy.

5. Areas of Special Educational Need

Carnforth School will make provision for children with the following 4 kinds of need:

COMMUNICATION AND INTERACTION.

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Carnforth School recognises that:

- Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with children, parents, and language and communication experts where necessary to ensure children with SLCN reach their potential.

A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language
- Autistic Spectrum Disorders

COGNITION AND LEARNING.

Children with learning difficulties may require support. Carnforth School understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the child. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This can include:

- Moderate Learning Difficulties

- Specific Learning Difficulties
- Memory and Reasoning
- Problem Solving and Concept Development Skills

SOCIAL, MENTAL AND EMOTIONAL HEALTH.

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. Carnforth School recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Positive Mental Health and Wellbeing Policy to support children with these difficulties.

Carnforth School will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of children with SEND within its Behaviour and Relationships Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other children. A child may have difficulties with their social and emotional development

which may include:

- Depression
- Anxiety
- Attachment disorders

SENSORY AND / OR PHYSICAL

Impairments that prevent or hinder children from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. Carnforth School will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A child with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal

- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

Carnforth School recognises, however, that children who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met. A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

- Physical
- Medical
- Visual
- Hearing

6. Admission arrangements

Carnforth school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of children with SEND from applying for a place.

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of children with SEND are outlined in the Admissions Policy and will be published on the school website.

Carnforth School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- See Admissions policy

7. Roles and responsibilities

The governing board will be responsible for:

- Communicating with children with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all children with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a child's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for children with SEND.
- Appointing a designated teacher for LAC, where appropriate.

- Ensuring that reasonable adjustments are made for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Children.
- Preparing the arrangements for the admission of children with SEND and the facilities provided to enable access to the school for children with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on children with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for children with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of children with SEND, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist children with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and children.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a child with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support children at school with medical conditions, in line with the school's Supporting Children with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The headteacher will be responsible for:

- Ensuring that those who are teaching or working with children with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review children's progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the children are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable children.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against children with SEND.
- Ensuring that children with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including children with SEND in all opportunities available to other children.
- Ensuring that the approach to the curriculum includes how it is made accessible for children with SEND.
- Consulting health and social care professionals, children, and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a child, considering the school's Child Confidentiality Policy.

- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on children' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet children' needs effectively.
- Liaising with the parents of children with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that children and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a child with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.

- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that children with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all children with SEND up-to date, in line with the school's Data Protection Policy.
- Informing the parents of children with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a child's particular strengths and weaknesses, and advising on effective implementation of support.

The DSL will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding children with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding children with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a child with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of children with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on child's attendance, engagement and achievements.

- Recognising the additional risks that children with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support children with SEND to stay safe online.

Teachers will be responsible for:

- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Ensuring every child with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the children in their class.
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

8. EARLY YEARS CHILDREN WITH SEND

Carnforth School will ensure all staff who work with young children are alert to emerging difficulties and respond early. The school will also ensure staff listen and understand when parents express concerns about their child's development. The school will listen to any concerns raised by children themselves.

The school will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENCO is responsible for coordinating SEND provision.

- Parents are informed when the school makes special educational provision for their child.

9. CHILDREN WITH SPECIFIC CIRCUMSTANCES

Children Looked After (CLA) and previously Looked After Children (PLAC)

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. (CLA, Children Looked After or PLAC, previously Looked After).

Carnforth School recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for CLA. Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL (English as an additional language)

Carnforth School will give particular care to the identification and assessment of the SEND of children whose first language is not English. The school will consider the child within the context of their home, culture and community. Where there is uncertainty about an individual child, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND. The school will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND

10. INVOLVING CHILDREN IN DECISION MAKING

Parents of children with SEND will be encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the school provides their child with SEND support. Decisions on whether the school will commission additional provisions will be discussed thoroughly with

the LA, parents and, when appropriate, the child involved. Decisions about education will not unnecessarily disrupt a child's education or any health treatment underway. The planning that the school implements will help parents and children with SEND express their needs, wishes and goals, and will:

- Focus on the child as an individual, not allowing their SEND to become a label.
- Be easy for children and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the child's strengths and capabilities.
- Enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with children and their parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. This will be recorded as part of the Assess, Plan, Do, Review cycle on a child's Learning Plan.

11. JOINT COMMISSIONING, PLANNING AND DELIVERY

Carnforth School is committed to ensuring that children with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible. The school will work closely with local education, health and social care services to ensure children get the right support.

Carnforth School will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Carnforth school will draw on the wide range of local data sets about the likely educational needs of children with SEND to forecast future needs, including:

- Population and demographic data.

- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND.
- An analysis of local challenges or sources of health inequalities.
- The school's Data Protection Policy will be adhered to at all times.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children with SEND.
- Increasing the identification of children with SEND prior to school entry.

Where children with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

12. FUNDING

Carnforth school will allocate the appropriate amount of core per-child funding and notional SEND budget outlined in the Local Offer for the SEND provision of its children.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a child has an EHC plan.

13. THE LOCAL OFFER

Carnforth School's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- Collaborative: Where appropriate, the school will work with LAs, parents and children in developing and reviewing the Local Offer. The school will also cooperate with those providing services.

- Accessible: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to children' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- Comprehensive: The school will help to ensure that parents and children understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- Up-to-date: The school will work with the LA to review the Local Offer to ensure that, when parents and children access the Local Offer, the information is up to-date.

Carnforth School will provide the LA with information about their existing SEND provision and capabilities to support children with SEND to aid in the drafting of the Local Offer, where required.

<http://www.worcestershire.gov.uk/sendlocaloffer>

14. IDENTIFICATION

Carnforth School has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the children. With the support of the SLT, classroom teachers will conduct regular progress assessments for all children, with the aim of identifying children who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the child's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

To identify children with SEND, Carnforth School will:

- Assess each child's current skills and age expected levels of attainment on entry.
- Make regular assessments of all children to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

15. GRADUATED RESPONSE

Once a child with SEND has been identified, Carnforth School will employ a graduated approach (following an assess, plan, do review cycle) to meet the child's needs by:

- Establishing a clear assessment of the child's needs.
- Planning, with the child's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions

High quality teaching, matched for individual children, will be the first step in responding to children needs. Where progress continues to be less than expected the class teacher will work closely with SENCO to assess whether a child has a SEN or disability. The school will then put evidence-based interventions into place, targeted to the needs of the individual, to secure better progress for the child. Where necessary a child may require specialist equipment to access and make progress in their learning. For higher levels of need Carnforth School will draw upon more specialised assessments from external agencies and professionals to support those identified with SEND.

16. Learning Plans

Strategies employed to enable the child to progress will be recorded within a learning plan. The learning plan will include information about:

- the short-term targets set for the child: this will include as a priority targets recommended in external reports where available
- the provision to be put in place: sessions and who will provide them, resources needed
- outcomes (to be recorded when the learning plan is reviewed).

The learning plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The learning plan will be reviewed at least termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the target.

A student is identified as needing provision additional to or different from that provided as part of normal class activities where they:

- Make little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Present persistent social or emotional difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

17. ASSESSMENT

Carnforth School will, in consultation with the child's parents, request a statutory assessment of SEND where the child's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and child. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

Carnforth School will gather advice from relevant professionals about the child concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes. In tracking the learning and development of children with SEND, the school will:

- Base decisions on the insights of the child and their parents.
- Set children challenging targets.
- Track children' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, children' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Where a child continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

18. PROMOTING MENTAL HEALTH AND WELLBEING

Carnforth School will implement a Positive mental health and wellbeing policy. The school will ensure that there is a focus on promoting children's resilience, confidence and ability to learn in subjects across the curriculum. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a child requires such services. Where appropriate, the school will support parents in the management and development of their child. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the child as best it can.

For children with more complex problems, additional in-school support can include:

- Supporting the child's teacher, to help them manage the child's behaviour.
- Additional educational one-to-one support for the child.
- One-to-one therapeutic work with the child, delivered by mental health specialists.
- An IHP. All schools must comply with the statutory duty of caring for children with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

19. EDUCATION, HEALTH AND CARE PLAN (EHCP)

Carnforth School will fully cooperate with the LA when research about the child is being conducted. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a child with an EHC plan, the school will involve the parents and the child in discussions surrounding how the school can best implement the plan's provisions to help the child thrive in their education, and will discern the expected impact of the provision on the child's progress.

The school will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the child's outcomes can be met through the school's existing provision. If the LA decides not to issue an EHC plan, the parents of the child, or the child themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment. The school will admit any child that names the school in an EHC plan or EHC needs assessment process. The school will ensure that all those teaching or working with a child named in an EHC plan are aware of the child's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The school will specify short-term targets sought for a child in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each child's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a child's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a child whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a child's EHC plan will only be shared with other educational settings if the child is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that children and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the child's views are heard and acknowledged. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

REVIEWING AN EHC PLAN

Carnforth School will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst children and their parents.
- Seek advice and information about the child prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and child that they have the right to appeal the decisions made in regard to the EHC plan.

20. TRANSFERRING BETWEEN DIFFERENT PHASES OF EDUCATION

EHC plans will be reviewed and amended in sufficient time prior to a child moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Early years provider to school
- Infant school to junior school
- Primary school to middle school
- Primary school to secondary school
- Middle school to secondary school

21. PREPARING FOR ADULthood

Carnforth School will ensure that children are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education. The school will engage with secondary schools, as necessary, to help plan for any transitions. The school will transfer all relevant information about children to any educational setting that they are transferring to.

If a child has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy. If it is in the best interest of the child, the school may commission alternative provision, in line with any EHC plans in place, for children who face barriers to participate in mainstream education.

The school will take an active role in preparing children with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

22. SEND TRIBUNAL

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the child's education suffering. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. Carnforth School will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the child will cooperate with parents to provide the child with the highest standard of support and education.

23. STAFF TRAINING

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of children with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

24. DATA AND RECORD KEEPING

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all children.
- Maintain an accurate and up-to-date register of the provision made for children with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

Carnforth School keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Data Policy.

25. CONFIDENTIALITY

Carnforth School will not disclose any EHC plan without the consent of the child's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the child's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the child is intending to start their next phase of education.

Carnforth School will adhere to the Confidentiality Policy at all times.

26. RESOLVING DISAGREEMENTS

The school is committed to resolving disagreements between children and the school. In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.

- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

27. PUBLISHING INFORMATION

The school will publish information on the school website about the implementation of this policy. The governing board will publish details of the SEND information report on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

28. MONITORING AND REVIEW

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of children with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme

