



Carr Infant School

Confidence - Communication - Creativity

SEND Policy

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Special Educational Needs and Disabilities

1. Statement of Intent

Every teacher is a teacher of SEND, every leader is a leader of SEND.

At Carr Infant and Nursery School, we are committed to providing an inclusive and nurturing learning environment where all children, regardless of their individual needs, feel valued, supported, and empowered to achieve their full potential.

We recognise that every child is unique, and we strive to identify and address any additional needs as early as possible. Through high-quality teaching, personalised support, and strong partnerships with parents, carers, and external professionals, we ensure that all children, including those with Special Educational Needs and Disabilities (SEND), receive the support they need to thrive.

2. Purpose and Aims

Our approach is guided by the principles set out in the **SEND Code of Practice (2015)** and the **Equality Act (2010)**. This policy is closely linked to the school's **SEND Information Report**.

We aim to:

- Ensure that the provision for pupils with SEND is a fundamental part of the whole school's inclusive approach.
- Enable children and young people with SEND to fully participate in all school activities alongside their peers, making reasonable adjustments to support those with disabilities and ensuring equal access to the curriculum and wider learning environment.
- Foster strong partnerships with parents, City of York Council and other key agencies ensuring a collaborative and coordinated approach to understanding each pupil's needs and strengths, as well as planning and reviewing their support.
- To maintain a high level of staff expertise in meeting pupils' needs through universal and targeted training, as well as ongoing professional development.
- To encourage independence and resilience in pupils with SEND, preparing them effectively for their transition into adulthood.

3. SEND Provision in School

At Carr Infant School, SEND (Special Educational Needs and Disabilities) is viewed as everyone’s responsibility. We offer an inclusive curriculum that is accessible for all learners. We recognise that some learners with SEND may at times require a more personalised curriculum, but most pupils, including those with SEND, should access lessons alongside their peers through adaptive teaching and evidence-based support strategies. These include scaffolding, chunked down content and practical resources available in lessons. We promote equity in learning. This means that we adapt our practices to take into account the needs of all our learners.

We actively gather insights from children and families within our school who have SEND by listening to pupil and parent voices. Our schools also track the transition of pupils with SEND as they move to the next stage of their education. This ongoing feedback supports school improvement and helps us achieve the best possible outcomes for all.

We offer a tiered model of support for SEND at Carr Infant School.

Tier 1		Quality First Teaching is accessible for all children, regardless of their needs.
Tier 2		Targeted adaptations to quality first teaching, this may include in school quality first teaching.
Tier 3		
Tier 4	SEND Register	Pupil Passport
Tier 5		My Support Plan
Tier 6		Educational Health Care Plan

We work closely with our Local Authority SEND teams and signpost families to support available within their local community through the Local Offer. We place a strong emphasis on the timely and accurate identification of needs, involving external professionals as appropriate. It is our aim that all our pupils thrive in school and achieve their full potential.

4. Definitions

Special Educational Needs

The SEND Code of Practice 2015 states:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made; namely provision different from or additional to that normally available to pupils of the same age.’

A child or young person has a learning difficulty if he or she:

- i). has a significantly greater difficulty in learning than the majority of others their age or,
- ii). 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 provision additional to or different from that made generally available for other children the same age. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they are at compulsory school age or would do so if special educational provision was not made for them (Children and Families Act, 2014, Section 20).

Disability

The Equality Act 2010 defines disability as: ‘a physical or mental impairment which has substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.’

This can include mobility, dexterity, continence, physical coordination, speech, hearing, vision, ability to concentrate, memory, ability to learn and understand, understanding of physical risks and hazards.

‘Long term’ means the effect of an impairment is more than temporary and is likely to last for 12 months or more (conditions that fluctuate in and out of remission have special rules applied).

‘Substantial’ means that the impact is more than minor and daily life is significantly affected. This includes conditions such as cancer, epilepsy and asthma.

Not all children with a disability have special educational needs. However, where a disabled person requires special educational provision, they come under the definition

of SEN. Reasonable adjustments, including the provision of auxiliary aids, should be in place to ensure that no child with a disability is substantially disadvantaged in comparison to their peers.

5. Identifying Special Educational Needs

At Carr infant school, we recognise the importance of early identification and intervention for children with special educational needs. Before deciding that a pupil requires additional SEND support, the SENDCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress through our graduated approach. Using a graduated approach, we first implement targeted classroom support, adaptations and seek input from parents. Parents will be notified that their child will receive this additional support and placed on the SEND Register where his/her progress and provision can be monitored more closely.

6. The SEND Register

The register provides an overall record of all children receiving additional SEND support so that

- progress and achievements of children with SEND can be closely monitored
- there is an overview of the range and level of need across school
- school provision reflects and is responsive to that current need

Close monitoring of this register also provides evidence to show the impact of school provision for children with SEND.

We use the definition of SEN and disability as set out in the 2015 SEND Code of Practice and the 2010 Equality Act. The areas of need outlined in the SEND Code of Practice, 2015 are:-

Communication and interaction

- speech, language and communication needs
- Autism

Cognition and Learning

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Specific Learning Difficulties including dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties

- Including Attention Deficit Hyper Disorder

Sensory and/or Physical Needs

- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability

Children have needs which may fall into at least one of four areas; many children will have needs that fall under more than one category. Children with a special educational need will be placed on the school's register for special educational needs and disabilities.

There are two categories:

SEN Support

Education Health and Care Plan

We recognise the importance of early identification and aim to have robust measures in place to highlight children who are facing difficulties with any aspect of learning or development as early as possible.

Our process of early identification is supported by:

- Termly tracking of children's progress and attainment through Pupil Progress meetings.
- Concerns which are raised by parents, teachers or the child.
- Monitoring changes in the pupil's behaviour or progress
- Information from other agencies who may already be working with the child before they transition to us.

As well as progress in core subject areas, progress in other areas will also be considered, such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement, including:

- Attendance
- English as an Additional Language

- Family circumstances, eg. Looked After Child, Pupil Premium

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn.

Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

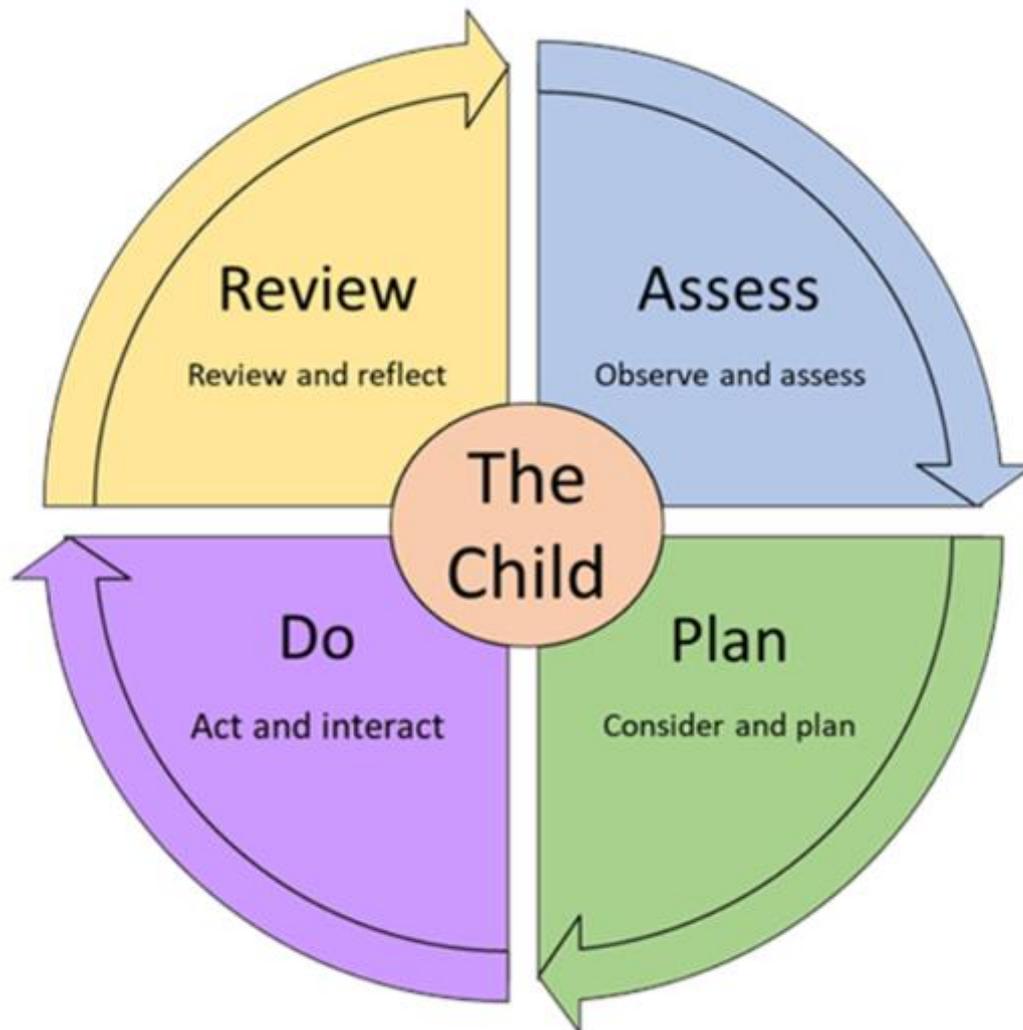
Criteria For Exiting The Send Register

Children's needs may change. If a child makes good progress, achieves the outcomes set and no longer requires additional provision, his/her name will be removed from the register. Parents will be notified of this decision and the child would continue to be monitored under the school's assessment and monitoring procedures.

7. Graduated Response

School leaders and teachers should regularly review the progress of all pupils and identify children who are at risk of underachieving. The first response to any emerging need is adaptive teaching. Not all barriers to learning are due to a special educational need. Initially, barriers to learning or slow progress should be identified and addressed as far as possible, in consultation with parents/carers. In many cases, some adjustments can enable pupils to make expected progress in their learning.

To ensure that learners receive the right support at the right time, we promote the importance of early intervention. In line with the SEND Code of Practice (2015) we implement an 'assess-plan-do-review' cycle where there is evidence that a pupil has a special educational need.



8. Roles and Responsibilities

The Headteacher (Dr. James Canniford)

The Head teacher has overall responsibility for inclusion and will liaise with the SENCo in order to keep the governing body fully informed. Dr. James Canniford is the Designated Safeguarding Lead.

The SENCo (Mrs Louise Widdowfield)

The SENCO, in collaboration with the headteacher and staff, plays a key role in the strategic development of the school's SEND policy and provision.

Responsibilities include:

- Overseeing the implementation and daily operation of the SEND policy

- Addressing the needs of children with SEND
- Ensuring active involvement of parents and children
- Liaising with professionals such as Educational Psychologists, Speech and Language Therapists, Physiotherapists and Occupational Therapists
- Maintaining and monitoring records of children with SEN
- Coordinate TAs
- Coordinating Pupil Passport, My Support Plan meetings and reviews
- Writing referrals and reports
- Supporting and advising teaching staff
- Organising and delivering staff training
- Procuring SEND resources
- Reporting to the headteacher and governors

The Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND children
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting any students with Education, Health and Care Plans
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Special Educational Needs and Disability Code of Practice:0 to 25 Year when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

Teaching Staff

Teachers are responsible for the progress of all pupils in their class, including those identified as having SEND. We expect teaching staff to have high expectations of all pupils and offer a broad and balanced curriculum for all pupils. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Teachers work closely with the SENCo and teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Additional support and interventions cannot compensate for a lack of high-quality teaching.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Identifying children making less than expected progress given their age and individual circumstances.
- Collaborating with the SENCo when progress continues to be less than expected to assess whether the child has SEND and to decide the action required to assist the student to progress
- Working with all staff to collect all available information on the children
- Working with SEND students on a daily basis to deliver high quality teaching targeted at their areas of weakness.
- Developing constructive relationships by listening and understanding when a parent expresses concerns about their child's development, and listening to and addressing any concerns raised by children and young people themselves.

Support Staff (Teaching Assistants and Pastoral Team)

Support staff should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. They should support the work of the class teacher and support the inclusion of SEND pupils as far as possible. Support staff are also required to support SEND pupils, including supporting the delivery of pre-learning, over learning and relevant intervention programmes.

9. Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that all schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEND. There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND and disability. (Code of Practice 6.3)

Carr Infant School strives to be a fully inclusive school. All students are welcome, including those with Special Educational Needs and/or Disabilities, in accordance with the Local Authority Admissions Policy. (According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Education Health and Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility).

10. Accessibility

SENCOs should have a role in writing the Accessibility Plan. This will explain how the school plans to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, facilities and services
- Improve the availability of accessible information to disabled pupils
- The Local Authority is responsible for making suitable arrangements for safe transport to and from school for eligible disabled children.

Carr Infant School has an Accessibility Plan available to view on the school website.

11. Medical Needs

Some pupils with medical conditions may need support to access the curriculum. Pupils with medical conditions may also have special educational needs although this is not always the case. Where this is the case, this policy applies alongside our policy on 'Supporting Pupils with Medical Needs.'

12. Evaluating Success

The success of each school's SEND Policy and provision should be evaluated through:

- a) Monitoring of classroom practice by the Senior Leadership Team, including the SENCo e.g., lesson observations, learning walks, collecting pupil and parent voice.
- b) Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- c) Value-added data for pupils on the SEND register
- d) Monitoring of procedures and practice by the SEND governor
- e) School Self-Evaluation
- f) SEND reviews
- g) Monitoring the quality of support plans and review meetings
- h) The School Development Plan
- i) Successful transitions for school leavers with SEND to the next stage of their educational journey.

13. Complaints

Parents should speak to their child's class teacher in the first instance. If an issue cannot be resolved informally, parents should refer to Carr Infant School's Complaints Policy which may be viewed on the school website.

14. The Local Offer

In addition to school based support, York's Local Offer provides a wealth of information on the local authority's support for families and can be accessed on the City Of York Council website or by clicking on the link below:

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>