

Special Educational Needs Policy 2026-27

Carnarvon Primary School is an inclusive school.

Our beliefs:

Children with Special Educational Needs should be given every opportunity to be included fully in the life of the school, through making appropriate and reasonable adaptations to the curriculum and environment and ensuring suitable provision is made available.

- We must provide an adapted curriculum for a range of abilities – this is called quality first teaching.
- There should be a whole school approach to Special Educational Needs with all staff working together for the benefit of the children.
- Children with Special Educational Needs should be included in the life of the school as fully as possible.
- There should be close consultation and partnership with parents of the children with Special Educational Needs.
- The views of the child should be sought and taken into account.
- The policy and practice must follow guidelines from the 'Special Educational Needs Code of Practice'.

Our Aims:

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

- To maximise each child's potential and progress in all areas.
- To continuously raise levels of pupil attainment.
- To develop effective and enthusiastic learners.
- To promote constructive attitudes and values.
- To foster caring relationships in a secure environment.

Our Objectives:

- **Identify the needs of pupils with SEN as early as possible:** this is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils:** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome any barriers to learning and ensure pupils with SEN have full access to the National Curriculum**: this will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual provision is in place and all pupils' needs are catered for.
- **Work with parents:** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress in review meetings.
- **Work with and in support of outside agencies**: when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs:** This means providing regular opportunities for pupils to discuss how they feel and how they are getting on with members of staff. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Definition of special educational needs.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

Responsibility for the co-ordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Headteacher
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENCO

The SENCO will hold details of all SEND Support records for individual pupils. These are kept in a locked room or on a secure encrypted laptop computer to ensure we comply with GDPR regulations.

Inclusion of pupils with SEND

We are committed to whole school inclusion. The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.
The school curriculum is regularly reviewed by the senior management team to ensure that it promotes the inclusion of all pupils.

Admission arrangements

The Admissions Criteria, as detailed in the school prospectus, is strictly applied. The Headteacher, Foundation Leader and SENCO liaise closely with Early Years providers and other agencies with regard to the transition of SEN children from Nursery into school. The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND.

Transition to KS2 and KS3

- Discussion about transition for SEND pupils begins at the year 2 review meeting for transfer to KS2 and the year 5 review meeting for transfer to KS3.
- In all other year groups, class teachers start transition in June for September.
- The SENCO at the feeder school, Toot Hill, or non-feeder school visits to discuss SEND children and is invited to their review meetings as appropriate.
- At the end of year 6 the Toot Hill Family Transfer Form will be completed and passed on together with other records relating to the child. Extra visits to Toot Hill (or non-feeder schools) can be arranged for pupils with SEND, where applicable.

SEND provision

All of our teaching staff and support staff are trained to work with pupils with additional needs.
The Headteacher meets with the SENCO and key stage co-ordinators annually to discuss the allocation of SEN personnel determined by cohort.
Within KS2, one TA is allocated per year group. Within KS1 and Foundation, one TA is allocated per class / register group.
Some children may require further 1:1 support from a TA. These children must meet AFN / HLN criteria.
Additionally, to meet sensory needs, children may be offered provision in the SEN Hub, supported by a small team of experienced TAs.

The school has a range of additional SEN facilities in place. These are:

- Wheelchair access / disabled toilets.
- Laptop / iPad provision for some children with SEND.
- A library of SEN teaching materials and resources.
- Visual timetables displayed in all classrooms.
- 'Dyslexia friendly' classrooms / Dyslexia assessments.

Training

We aim to keep *all* school staff up to date with relevant training and developments in relation to the needs of pupils with SEND.
Provision is made for regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

The SENCO is fully qualified and attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

A GRADUATED RESPONSE:

As outlined in the SEN Code of Practise we are committed to following a graduated response. This starts with quality first teaching for all.

SEND Concern

a) Occasionally, a child's education may be temporarily interrupted due to illness or situations within the family. This may result in a temporary lack of progress and a child being placed on the SEN concerns list. In cases such as these, short-term interventions will be implemented until the child catches up, and is then taken off the concerns list.
b) For all other SEND concerns, the child's class teacher will take steps to provide adapted learning opportunities and start any relevant interventions that will aid the pupil's academic progression.
c) Once a pupil has been identified as possibly having SEND, further assessments will be carried out in order to gauge the level they are working at and identify any barriers to learning.
d) The SENCO will be consulted as needed for support and advice. The child may be added to our 'SEND support list if they require a level of support that is significantly more than or different to what we would usually expect to provide.
e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Parent's evenings are used to review progress being made by children on the concern and support list.

SEND Support

Where it is determined that a pupil has significant needs that require a high level of specific support for them individually, the decision will be made to add the child's name to the 'SEND Support Register'. Parents will be consulted and formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that appropriate and effective provision is put into place. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

The class teacher will complete an Individual Provision Plan (IPP) for the pupil. This involves clearly analysing the pupil's needs using their experience of working with the pupil, observations and assessment data from the 'Bsquared steps' and other relevant assessment tools.,
The plan will include the views of the pupils where appropriate. Parental concerns are taken note of.
This analysis requires regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support agencies are already involved their work will help inform the assessment of need. Where they are not involved a referral may be made if the child's needs meet the criteria following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the interventions and support that are required; the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
All staff working with the pupil will be kept up to date with detail of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's needs and alternative interventions and strategies can be discussed and arranged in consultation with the SENCO.

Review

Reviews will be undertaken in line with agreed dates (meetings available termly). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. A pupil review questionnaire will be carried out as appropriate to gain the pupil viewpoint.
Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has significant lifelong and complex difficulties, they may undergo a Statutory Assessment Process. This process must be requested by the school. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. If transition to special school is a consideration an EHCP will be needed.
The decision to make a referral for an EHCP will be taken at a progress review.
The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the graduated response that has been taken, the current provision provided and the outcomes of this. To meet the high criteria for an EHC a child must be making little or no progress despite every effort over time. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The EHC Plan

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. SEN needs will be identified as either: Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning and, Sensory and/or Physical Needs. Pupils will be placed on an Individual Provision Plan (IPP) that addresses these specific needs and these are reviewed and updated termly.

- The SENCO will ensure that staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Pupils in need of SEND support will have an 'Individual Provision Plan' to 'assess, plan, do and review' their needs. This plan is reviewed each term and closely monitored by the SENCO
- Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. There are occasions when pupils with SEND need to work in smaller groups or on a 1:1 basis and this may or may not take place outside the classroom (where it is felt that pupils would benefit from this provision).
- Teachers and teaching assistants should make use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Links to support services, other agencies and voluntary organisations

The school is committed to building, strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.
The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings'.
Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.
Carnarvon Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Social Emotional and Mental Health Team, SEND Inclusion Services
- Speech and Language Service
- Cognition and Learning Team, SEND Inclusion Services
- Communication and Interaction Team, SEND Inclusion Services
- CAMHS
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

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

Working in partnerships with parents

Carnarvon Primary School believes that a close working relationship with parents is vital in order to ensure:

a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
b) Continuing social and academic progress of children with SEND.
c) Personal and academic targets are set and met effectively.

Parents are kept up to date with their child's progress through parents' evenings, review meetings and a report at the end of the year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority services where specific advice, guidance and support may be required.

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

Links with other schools

The school is a member of the Toot Hill family of schools and The Rushcliffe Learning Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.
Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.
There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and Headteacher/SEND governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. Evidence collected will help inform school development and improvement planning.

Complaints procedure

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

Information

The Children and Families Act 2014 accompanied by the SEN Code of Practice outlines the provision and support that must be in place for children and young people with special educational needs and/or disabilities in England.

More details about the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

For children with the most significant and complex needs, especially those who are considering special school an Education, Health and Care (EHC) Plan can be applied for. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Date approved by the Pupils and Strategic Development Committee **November 2026**

Signed by (Chair of Governors) *Anneke Bremner*

Date of next review **November 2027**