



Carnforth Community Primary School
Special Educational Needs and
Disabilities Policy & Report

Updated January 2025

Review January 2026

School Policy and Report of SEND

Carnforth Community Primary School

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Website: <https://www.carnforthprimary.lancs.sch.uk/>

School Number: 01044

Age Range: 4 - 11

Head Teacher: Sarah Hudd

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SENDCO: Megan Rae

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SEND Governor: Rebecca McDonough/ Viktoria Szalai

Local Authority: Lancashire

www.lancashire.gov.uk/SEND

Carnforth Community Primary School SEND Report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils, with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

Our SEN Information Report has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' 2015 to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2024 which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.

Our SEND Policy and Rationale

The school's governing body work with the Head Teacher to determine the school's general policy and approach to meeting pupils' special educational needs. They establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. Our Governing Body has decided that children with special educational needs/disability should be admitted to the school in line with the school's agreed Admissions' Policy. The Governing Body reports annually about the effectiveness of the school's SEND provision so that parents are kept informed. Pupil confidentiality is maintained. The school has appointed a Special Educational Needs and Disability Governor who is invited regularly into school to meet the Head Teacher and the SENCO to review the progress of our SEND provision. The SEND Governor is kept informed whenever local or national changes to the SEND Policy are introduced.

Aims

At Carnforth Community Primary School, we aim to provide every child with a broad and balanced curriculum, including the Early Years Foundation Stage, National Curriculum, Equals Curriculum and a wide range of extra-curricular activities. We value all our children equally and appreciate all they have to offer. We are committed to ensuring all children make progress during their time at our school and achieve their full potential. Children learn together in our nurturing, caring environment.

Objectives

In order to achieve our aims and ensure all children with SEND (Special Educational Needs and Disabilities) achieve their full potential and make progress we will:

- Ensure that all pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school and prepare for their future.
- Ensure good working relationships with parents, carers, health and social care services and the community.
- Ensure that school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure that all teaching and non-teaching staff are involved in planning and meeting the needs of pupils with SEND.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Who is our SENDCO?

Megan Rae is our SENDCO. Megan attends regular training and updates on SEND which she then ensures is passed on to all staff. She is responsible for overseeing the management of educational provision and progress of those children across the school identified as having a Special Educational Need or Disability.

Key responsibilities of the SENDCO include:

- Overseeing the day-to-day provision in-line with the school's SEND Policy
- Coordinating provision for all SEND pupils
- Liaising with class teachers who teach pupils with SEND to provide support
- Advising on the deployment of the school's delegated budget and other resources, including support staff, to meet pupils' needs effectively
- Liaising with the parents and carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, specialist teachers, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies and the local authority
- Liaising with other education providers to ensure pupils and parents are informed about options so that transition is smooth
- Working with the Head teacher, SLT and Governors to ensure the school fulfils its responsibilities under the Equality Act 2010
- Ensuring that all records of pupils with SEND are kept up to date
- Monitoring progress of pupils with SEND

Accessibility and Inclusion

It is our aim at Carnforth Community Primary School to be as fully inclusive as possible for children with a variety of learning and developmental needs as well as physical disabilities. The school provides an accessible indoor and outdoor environment where every effort is made to accommodate all visitors.

There is some parking within the school grounds and also some places along North Road. There are two disabled spaces located in the car park and the school will continue to make reasonable adjustments to avoid people who would find parking further away challenging being placed at any disadvantage.

Where reasonably possible, adaptations will be made to buildings and resources to accommodate all learners:

- the school building has ramp access and double doors
- disabled toilet
- medical/first aid room with a bed
- iPads, ICT to support all learners
- specialist equipment ordered as and when appropriate
- risk assessments for individuals as required and all spaces in school
- adaptations to resources
- corridors and spaces in school conform to Health and Safety policy

Every child is judged on an individual basis and the services available to us in school are distributed where needed, as a result of discussions with parents/carers and class teachers. Access to other professional services are also available to all who need them and again this will be done in conjunction with parents/carers and class teachers. Usually a referral to external services require written consent from the parent/carer. This will be done in a meeting with the school SENDCO.

How We Identify When Children Have Special Educational Needs and Disabilities (SEND)

“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”

SEN Guide for Schools and Alternative Provision

We aim to identify pupils with SEND as soon as possible to ensure timely intervention to support their needs and we use the Graduated Response in ensuring all children’s unmet needs are supported.

This information can come from a variety of sources including:

- Parents/carers – via home visits, induction visits, meetings with a school representative.
- Previous provision – nursery, primary school.
- Other professional services currently working with the child e.g. NHS, Local Education Authority Advisory Services.
- Class Teacher or other adults working in school.

Initial Concerns

Teachers and their assistants observe and assess each child’s progress regularly and this is recorded formally at least termly.

Following early identification, the teacher will assess the child’s needs using different assessments based on the four areas of SEND. They will speak to the SENDCO and to parents/carers and some strategies will be discussed. If the needs still remain unmet the teacher will discuss the continuing needs with the SENDCO. The SENDCO will review the evidence and decide whether to place the child on the school SEND register and/or ask for help from external agencies.

The triggers for placing a child on the SEND register are that, despite receiving differentiated learning opportunities in regard to the area of concern, the pupil:

- Makes little or no progress even when teaching approaches are targeted particularly in the areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills that result in low attainment in some curriculum areas.
- Presents with persistent emotional or social difficulties. (These may be displayed as challenging behaviours that are not resolved by the behaviour management techniques employed by the school or specialist support).

- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Children on the SEND register

When a child is not making expected progress, following an initial period of targeted intervention, clear targets are set and a plan of additional provision (Provision Map) or a more specialised Individual Education Plan (IEP) for the child is created in collaboration with parents/carers. These are reviewed termly with parents and carers, where successes and concerns are shared and considered when setting new targets and strategies for learning.

This is known as an Assess - Plan-Do-Review Cycle:

- **Assess** – The class teacher, with the support of the SENCO, carries out a clear analysis of the pupil's needs. This is based upon teacher assessments, previous attainment and progress and behaviour. It is also based upon the views of the parents, pupil and, if necessary, advice from outside agencies.
- **Plan** – Where it is decided to provide SEND support, the class teacher and the SENDCO agree, in consultation with the parents and the pupil, the adjustments, interventions or support to be put in place. This is provided to meet the outcomes identified for the pupil.

This is recorded on the school's information system, CPOMS. An IEP is devised by the class teacher with the help of the SENDCO and this plan is then discussed with the pupil and parents.

- **Do** – The class teacher is responsible for working with the pupil on a daily basis. They will retain responsibility even where the intervention or support may involve group or one-to-one teaching away from the class. They will work closely with Teaching Assistants or specialist teachers to plan and assess the impact of the support being provided and how this can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on effective implementation of support.
- **Review** – Reviews of a child's progress will be made regularly. The impact and quality of the intervention or support is evaluated, along with the views of the pupil and parents. The class teacher, working with the SENDCO will then revise the support and interventions in light of pupil progress and development. Parents are consulted at least termly to celebrate achievements made and become involved in planning next steps. IEPs are monitored evaluated as an ongoing process so that targets may be updated and set as appropriate. They are formally reviewed and shared with parents each term.

Where differentiated strategies and interventions have been explored and a child is assessed to be not making expected progress towards the targets set, outside SEND services can be used to assess a child's needs further and to offer further advice and support to the school and parents/carers.

We work closely with agencies such as the Speech and Language Therapy Service, Educational Psychology, CAMHs, GPs, Paediatricians and Specialist Teachers. Parents are always fully involved in the decision-making process. In some cases, and where appropriate, Early Hep Assessment (EHA) tool may be used with a family to identify a child's areas of need and an appropriate action plan.

Education, Health and Care Plans (formally Statement of SEN)

For a child who is not making progress following at least 2 or more IEP's, a Person-Centred Planning meeting may be held which will include parent/carers, pupil (where appropriate) the school SENDCO, class teacher and other professional agencies working with a child. This meeting will discuss the possibility of a referral for a Statutory Assessment for an Education, Health and Care Plan (previously a Statement of SEND).

The school will provide evidence from:

- Individual Education Plans (IEPs)
- Intervention Programmes
- Records of reviews and outcomes
- Age Related Expectations
- Attainment in English and Maths
- Child's medical history, where relevant
- Educational and other assessments from educational psychologists or specialist teachers
- Views of the child and the parents
- Involvement of other professional
- Involvement by social services or educational welfare services

Children who have an Education, Health and Care Plan will have a clear set of targets and support that the school must adhere to. These are reviewed at least annually with parents, external agencies and the Local Education Authority. An Education, Health and Care Plan follows a child from school to school to ensure the agreed support continues in the areas of specific need.

How We Make the Curriculum Available to All Our Pupils

Our teaching arrangements are flexible, in order to make the best use of the skills and resources that we have available. Classroom approaches follow the requirements of the National Curriculum 2014, Early Years Foundation Stage Statutory Framework and / or the Equals Formal Curriculum, and the 2014 SEND Code of Practice to include:

- High expectations for every pupil.
- All children receive High Quality Teaching and Learning Provision throughout the school.
- All classes have a Teaching Assistant (TA) for the majority of the week.
- Pupils learn in mixed ability classes with a strong focus on collaboration.
- Evolving curriculum which reflects the interests and needs of the children.
- Consideration for different learning styles of pupils
- Use of Assessment for Learning allows adults to target specific learning skills relevant to individual/groups of children.
- Modelled, guided, shared, paired and collaborative learning strategies within classes.
- Using collaborative groups for pupils to develop learning and social skills.
- Differentiation of resources, including prompt sheets and visual resources to scaffold learning.
- Breaking difficult tasks down into small steps so that pupils can experience success.
- Using practical work where possible.
- Emphasising conversation and discussion in learning.
- Considering the level of concentration of individual pupils.
- Planning the written demands made on pupils.
- Precision teaching of specific skills, knowledge.
- Learning walls (where appropriate) to support independent learning in the classroom.
- Individual resources e.g. phonic mats, coloured over-lays, pencil grips.
- Daily, visual timetables
- Specialist equipment e.g. writing slopes, ear defenders
- ICT – specific equipment e.g. APPS to support learning, voice recording devices.
- Outdoor learning opportunities
- Advice and resources provided from other professionals within the local authority and from private companies.
- During tests and SATs, a child may receive support as stated in the statutory guidelines.
- Movement, provision or sensory breaks provided where needed.

Class Teachers support all children in their class to make good progress. This is achieved by setting work at different ability levels or expecting different outcomes, as well as by giving additional support and teaching. We enable children to acquire independent skills for learning as well as social skills to support learning and working with each other. This range of approaches aims to build up children's strengths and to address their areas for development. Planning for children with SEND is an integral part of planning for each class.

Teaching Assistants (TAs) provide group support in each classroom as well as teaching individual children as necessary directed by the class teacher. SEND children are able, therefore, to receive additional support by both teachers and teaching assistants.

Children with similar difficulties may work together in small groups. All our TA's are trained within the different SEND areas of need, including Communication Speech and Language, Physical and Emotional Health and Well Being, ASD and ADHD.

The SENDCO is able to support staff and pupils in their knowledge and strategies for supporting children with a range of difficulties and to signpost families and staff to the relevant information. The SENDCO has time available to support staff, work with individuals if necessary and liaise with staff and parents.

Medical Needs

Children who have long term medical conditions have a Care Plan written for them in collaboration with their parents, the School Nurse or Specialist. This is shared as needed and any additional medical training which staff need is carried out. Parents of children who need to take prescribed medicines during the day for a short time can arrange this through the school office, where necessary information can be properly recorded and medicines kept safely.

The Allocation of Resources to Support Children Who Have Additional Learning Needs

The range and level of support for individual pupils or groups with similar needs and how school allocates resources to meet pupils' needs is recorded by the SENDCO. The Assets Committee oversees the SEND budget. It is the responsibility of the Head Teacher, the SENDCO and the Governor with responsibility for SEND to monitor SEND provision, ensuring that each child with SEND has their needs met.

For pupils with a high banded Education and Health Care Plan (EHCP) or a high banded Statement of SEND, funding is delegated to the school from the local authority. School will ensure that any provision bought by the family, using a direct payment (Personal Budget) will be provided on the school's premises (as stipulated by the SEND Code of Practice 2014 and Local Authorities).

Assessing, Reviewing and Evaluating Our SEND Practice

Assessing children's SEND is one part of supporting them in their learning. Building and maintaining belief in themselves as learners is essential before academic and social progress can happen.

The school closely monitors the progress and achievements of all children and particularly those of children with SEND.

Data for all children is collected and analysed at least termly in school. Progress is tracked and measured from baselines such as entry into Reception and End of Key Stage 1 Assessments using the school's internal tracking system. Targets are set from these baseline measures and in consideration of the child's specific needs and ability. The school is committed to ensuring targets reflect high expectations but are also manageable and realistic.

Children who are unable to access their age expected learning objectives will work on learning objectives which reflect the cognitive ability that they are working at. Where this falls below the level of Key Stage One learning objectives then PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) will be used to set targets, develop teaching programmes and to assess individual progress.

For those children accessing the Equals Formal Curriculum, evidence and assessment will be tracked through the Evidence for Learning app and provides information about progress and next steps.

Targets on IEP's and Provision Maps are reviewed termly. Parents are invited in to school to speak with Class Teacher, and if necessary, the SENDCO, to discuss the progress towards the targets and new targets that are set, including strategies that will be used in school and at home.

Data from the end of KS1 and KS2 is measured against national data. The data is categorised into different groups so the school can analyse how well SEND children are achieving and progressing compared other schools nationally.

Ensuring Successful Transition From One Provision to Another

From Pre-School to Reception:

- The school usually receives information about the new starters from the Local Education Authority at the end of April prior to the children starting school. Where Nurseries have indicated that children have SEN the school will contact the nursery to discuss the needs of the child and arrange a transition meeting with the nursery, parent/carer and any other relevant agencies. This will be attended either by the school SENDCO and/or the Reception Class Teacher.

- Any relevant IEP's or Education, Health & Care Plans will be acted on by the SENDCO and Class Teacher.
- During the Summer Term a phone call is made to all providers that have children allocated to start at Carnforth Community School prior to their induction.
- Parents/carers are invited to an Induction Meeting in the Summer Term where they are introduced to staff including Class Teachers, Teaching Assistants and SENDCO.
- Any necessary arrangements for support, health plans or a graduated induction will be discussed and agreed with parents prior to the child starting school.
- Prior to joining school Class Teachers and Teaching Assistants may carry out home visits where parents/carers, again, have the opportunity to discuss any specific needs their child may have.
- The children have a phased induction into school during the Summer Term. Where a child has difficulty settling or following rules and routines this induction period may be extended in consultation with parents/carers.
- Parents/carers have the opportunity to meet with Class Teachers on a daily basis to discuss progress or concerns.
- IEP's will be reviewed after the first term in school.
- Baseline assessments will be made of all children during the first few weeks of school. This will be done via everyday activities, observations and interactions with the children in school.

From Year 6 (Primary School) to Year 7 (High School)

- Year 6 class teacher & SENDCO liaises with the SENDCO of the High Schools receiving the Year 6 pupils during the Summer Term.
- Year 7 staff and SENDCO may visit children within Carnforth Community Primary School.
- Year 6 children have induction visits to the high schools during the Summer term prior to starting high school. Where necessary additional visits may be requested in consultation with the high school and parents; these can be supported by school staff.
- Informal discussions between SENDCO's at both schools will take place.
- We enable parents and high school staff to meet before-hand so that information can be exchanged, concerns addressed and new relationships begun.

- Where necessary transition meetings will be held with the SENDCO of both schools, parents/carers, pupils and the relevant supporting agencies to discuss the needs of the child and provision that is to be made.
- Children with Education, Health and Care plans will have a transition review scheduled where a member of the Local Authority SEND team will be invited.
- All SEND records for Year 6 children are sent to the relevant high school during the final weeks of the Summer Term.

Within Year Transition

Wherever possible the school likes to determine as much information as possible about any pupils joining the school who have SEND. This is to ensure that the correct support and provision can be put in place from the beginning to ensure a successful start to schooling at Carnforth Community. Therefore, the school may delay a starting date until the required information has been gathered from any of the following sources:

- Information request from the previous school.
- Meeting with parents to discuss needs and support.
- Meeting with school nurse to complete a Health Care Plan.
- Meeting with other supporting professional agencies.

Once the school is satisfied that, wherever possible, all relevant information has been obtained, a starting date will be given provided that a valid birth certificate has been produced. Targets set at the previous school will be monitored and may be subject to amendment in accordance with Carnforth Community Primary School's own assessment procedure.

Our Additional Staff Expertise

Carnforth Community Primary School have members of staff who are additionally trained and/or have specific expertise and interest in the following areas:

- Autistic Spectrum Disorder
- ADHD
- Behaviour Management
- Attachment and Trauma
- Drawing and Talking Therapy
- Emotional Literacy
- First Aid – including the management of anaphylaxis, asthma & epilepsy
- Hearing Impairment Support
- Lego Therapy
- Precision Teaching

- Speech & Language Therapy
- Nuffield Early Language Intervention (NELI)
- Specific Learning Difficulties – including Dyslexia and Auditory Processing Disorder
- Communication and Language
- Bereavement, Loss and significant change
- Mental Health support
- TEAM Teach
- Attention Autism
- Makaton

Extra-Curricular Activities, Visits and Trips

The school offers a wide range of extra-curricular activities, from school staff and outside providers, as well as wraparound childcare during term time. All of these are available to all children and where necessary adjustments to resources and levels of support will be made to ensure full inclusivity.

Afterschool clubs provided by sports coaches and other services from outside of the school have their own policies for supporting children with special educational needs and disabilities. As a school, we always work with visitors to make their clubs genuinely accessible to all of our children and parents.

Due to a high level of demand some activities are limited to specific year groups and places are allocated on a first come, first served basis.

School trips are offered to all children. Parents of children with SEND are consulted and where appropriate, collaborate in the planning of any off-site school trips in order to ensure the necessary adjustments to resources and levels of support are in place. Prior notice of any visitors to school for educational purposes is given to parents.

Additional Services Available to School

In some cases, the school may require the support of other professional agencies and services. In this case the school will invite parents/carers in to discuss the reasons for the request and what the intended outcomes are.

The school may use the services of the Local Education Authority or may buy in other professional services as and when deemed appropriate. This will be provided through the notional SEN budget allocated to the school from the Local Education Authority and is usually requested via a referral by the SENDCO following a meeting with Class Teacher and parents/carers.

Some of the services the school can request are:

- Communication & Language Advisory Service
- Complex Learning Difficulties Advisory Service

- Visually Impaired Advisory Service
- Behaviour Advisory Service
- Emotional Support Worker
- Hearing Impaired Advisory Services
- Educational Psychology Service (EP Service)
- School Nurse /Doctor
- Hospital/Home Tuition
- Special Educational Resource Facilities
- Pupil Referral Unit
- Inclusion Hub
- Children Family Wellbeing (CFW)
- Early Help Support
- Student Support Team
- Child and Adolescent Mental Health Service (CAMHS)
- Pupil Welfare Officer

How Can I Contact These Services?

The easiest way to contact these services is through the school SENDCO.

Further Support for Parents

School signposts parents to support groups and to the Information Advice and Support (IAS) Team. Its role is to provide parents and carers with impartial, accurate information to assist them to make choices for their children.

Tel: 0300 123 6706 Monday to Friday 8am to 5pm.

Email: information.lineteam@lancashire.gov.uk

How to Make a Complaint

If a parent/carer or child is not happy with the way that the school is dealing with a child's learning needs, the following action should be:

- Discuss the issues with the class teacher and SENDCO. (Sometimes misunderstandings can arise and it is important that parents and school work as a partnership).
- If a problem still exists then the Head teacher will meet with parent/ carer and SENDCO to discuss the matter further.
- The Head teacher will always have to judge how best to use the school's available resources for the benefit of both the individual child and the whole school community.

- If the problem is unresolved the parent/carer can then contact the governing body in writing.
- If there is still no agreement the parents have the right to appeal to the LEA. The guidelines under the 1996 Education Act will then be followed.

The Local Authority Offer

The Local Offer is to show all the services available to support disabled and special educational needs children and their families in each particular school. The information provided will enable parents and carers to make decisions about how best to support their child's needs.

Carnforth Community Primary School is an inclusive school, where we ensure that pupils are included in all aspects of learning and school life. At Carnforth Community Primary School, we strive to support all children to enable them to achieve their full potential. Quality teaching is vital; however, for some children there are occasions where further additional support may be needed to help them achieve their targets.

For information on Lancashire Education Authority's local offer for Special Educational Needs and Disability Provision please click on the link below:

www.lancashire.gov.uk/SEND

Related Legislation & Guidance

- Special Educational Needs and Disability Code of Practice: 0 – 25 Years.
- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children (2023)
- The Children Act 1989 (Volumes 2 & 3)
- The Equality Act (2010)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)

Related School Policies

- Teaching and Learning
- Curriculum
- Marking and Feedback
- Assessment
- Behaviour
- Anti-Bullying
- Attendance
- Safeguarding
- PSHE & RSE