



*Fly high. Soar*

# Data Protection Policy

## 2025-2026

**Approved by:** Stacey Clark

**Date:** July 2025

**Last reviewed on:** July 2025

**Next review due by:** September 2026

*Fly High. Soar*

# Special Educational Needs and Disability (SEND) Policy

## Our Ethos/Vision

Carleton Green Community Primary School is a larger than the average sized primary school with a positive, inclusive ethos. Relationships and behaviour management within the school are good. The number on roll in September 2024 is 303. Due to admitting 45 pupils annually, our pupils are taught in mixed age classes that are also mixed ability. There are eleven classes in school and our pre-school Little Chicks.

Carleton Green aims to create a stimulating, caring and harmonious environment in which all individuals feel valued and are encouraged to strive to realise their potential. Children are encouraged to gain knowledge, confidence and independence and achieve the highest standards in all aspects of school life. We strongly believe in tailoring our teaching and learning to meet the needs of all of our pupils regardless of age, gender, race and disability. Every teacher is a teacher of every pupil including those with special educational needs and disabilities.

## Policy Development

This policy has been developed by the Special Educational Needs and Disability Coordinator (SENDCo) with help from staff, pupils with SEND and their parents and Governors.

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

## Definition of Special Educational Needs and Disability (SEND)

At our school, we use the definition for SEND from the SEND Code of Practice (2014). This states:

*A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*

*Special educational provision means educational or training provision that is additional to, or different from, that made generally for other of the same age in a mainstream setting in England.*

### Roles and responsibilities

#### The SENDCo

The SENDCo is Mrs S Clark. She can be contacted on 01253 891228 or by email [s.clark@carletongreen.lancs.sch.uk](mailto:s.clark@carletongreen.lancs.sch.uk) The SENDCo:

- Has day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care Plans (EHCP's).
- Provides professional guidance to colleagues and works with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and highquality teaching
- Line managing the Learning Support Assistants (LSA's) with responsibility for SEND
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Is the point of contact for external agencies, especially the local authority and its support services, including arranging annual reviews
- Liaises with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Works with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures the school keeps the SEND register and records of all pupils with SEND up to date

#### The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

### The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including those children with SEND
- Identifying on class planning the provision they are making for pupils with SEND
- Effective deployment of any learning support assistants and working closely with them or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Regular liaison with parents
- Ensuring they follow this SEND policy

### Learning Support Assistants (LSA's) LSA's are

responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programs and advice from specialists under the direction of the class teacher
- Record keeping and regular communications with the class teacher and SENDCo • Resources and maintaining specialist equipment

### DSL (Designated Safeguarding Lead)

The DSL is Mrs S Clark (Headteacher) and the Deputy DSL'S are Mr S Boyd (LKS2 Lead), Mr James Thorpe (UKS2 Lead), Rachelle Savage (SBM)

### Aims and Objectives

In order to meet the SEN of our children at Carleton Green, we intend ...

- To have regard to the Code of Practice 2014 on the identification and assessment of special educational needs.
- To follow the guidelines laid down by Lancashire Education Authority.

- To ensure that there is a clear process for early identification, assessment, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre of this process.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- To include the child within the class and to enable all children to have full access to all elements of the school curriculum and school life.
- To enable children in the school to work towards promoting a positive self-image and self-worth and to raise the aspirations of and expectations for all pupils with SEND.
- To regularly review and evaluate children's progress with the expectation that all pupils, including those with SEND meet or exceed the high expectations that we set for them against national data and based on their age and starting points.
- To use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the National Curriculum
- To work in partnership with the child, parents/carers, all staff, governors and outside agencies who provide specialist support and teaching for children with SEND

#### Identifying special educational needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils.

Early identification is paramount and ensures that effective provision can be put in place to improve the long-term outcomes for children with SEND. The purpose of identification is to work out what action our school needs to take and is not to fit the child into a category. We recognise the importance of identifying the full range of needs and not just the primary need of an individual pupil.

The following may impact on progress and attainment, but we do not see these as Special Educational Needs:

- Attendance & punctuality issues
- Health & welfare
- English as an Additional language
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of Serviceman/woman
- Behaviour issues

The code of practice refers to four broad areas of need:

#### Communication and Interaction

These children have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or they do

not understand or use social rules of communication. An example would be a child with Autistic Spectrum Disorder (ASD) having difficulty with social interaction. They may also have difficulty with language, communication and imagination which can impact on how they relate to others.

#### Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

#### Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety and depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

#### Sensory and physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. Many children with vision impairment, hearing impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning.

### A graduated approach to SEND Support

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. Early intervention leads to better outcomes.

Any of the following may trigger a concern:

- Parents/carers
- Child's failure to thrive and make progress
- Class teacher assessment
- Records transferred from another setting
- Base line assessments
- End of year expectation results
- In house testing/assessment
- Pupil tracking

The process of on-going teacher assessments and termly pupil progress meetings with the Leadership team will identify those pupils making less than expected progress given their age and individual circumstances.

The school's first response is high quality targeted teaching by the class teacher. At all times class teachers are responsible and accountable for the progress and development of the pupils in their class.

Where progress continues to be less than expected the class teacher will complete an Initial Cause for Concern form which will be reviewed by the SENDCo.

The SENDCo will observe the child and discuss the appropriate actions with the class teacher.

The class teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil.

If the support needed can be provided by adapting the school's core offer, then a child might not be considered as having SEND or placed on the SEND register.

If the support required is different or additional to what is ordinarily offered by school the child will be placed on the SEND register at SEN SUPPORT. The school will then seek to remove the barriers to learning and put effective special educational provision in place.

The school will begin a cycle of *assess, plan, do, review* with the child at the centre of the process and create a SEND Support Plan. A SEND Support Plan will then be implemented in consultation with class teacher, SENDCo, parent and pupil. These will be reviewed on a termly basis.

**Assess** – We will regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. In identifying a child as needing SEND support, we will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting.

**Plan** – The class teacher and the SENDCo will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

**Do** – The class teacher is responsible for working with the child on a daily basis. They will liaise closely with the Learning Support Assistants or specialists who provide support to set out and monitor the progress being made. The SENDCo will provide support and guidance for the teacher.

**Review** - The effectiveness of the support and its impact on the child's progress will be reviewed on the agreed date by the teacher, SENDCo, parent/carer and pupil. This will

inform the planning of next steps for a further period or where successful the removal of the pupil from SEND support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach.

If, after using extra resources or applying differentiated teaching this has failed to make an impact, support may be sought from outside agencies.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the Local Authority to conduct an assessment of education, health and care needs which may result in an Educational Health Care Plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Where a request for an Education Health Care Plan is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to address those needs, including the resources or special arrangements put in place.

A request for an Education Health Care Plan involves consideration by the LA, working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

#### Parents/carers and pupil involvement in the process and the support offered

We provide support for parents/carers and pupils in the following ways:

- School operates an open-door policy for parents/carers seeking support and advice
- Additional time and special arrangements for SAT's
- Access to a qualified Learning Mentor and School Nurse
- Support for transition between classes
- Additional support for transition to High School
- Our SEN governor can be contacted with any cause for concern. Mr A Walker can be contacted through the school office – 01253 891228.

#### Managing Pupils' needs on the SEND register

A child on the SEND register will require a SEND Support Plan in addition to High Quality Teaching.

SEND provision can take many forms. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.



Support could include:

- An individual learning programme using person centred planning approaches where relevant.
- Evidence based interventions
- Extra help from a teacher/learning support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Access to a shared nurture group

A whole-school register will be maintained by the SENDCo with the class teacher and LSA's having clearly defined roles to play as detailed above.

The Head Teacher, Senior Leaders, SENDCo and class teacher meet half termly for Pupil Progress Meetings and the progress of pupils on the SEND register are discussed at this time. At these meetings, the level of provision is decided for each individual pupil. A provision map is created and updated by the SENDCo and the impact of this provision is monitored on a termly basis.

The Local Offer can be accessed via our school website.

If a pupil requires additional support/engaging specialist services, the SENDCo will initiate appropriate support keeping parents informed at all times.

Criteria for exiting the SEND register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching they may be removed from the SEND register. We will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Supporting pupils at school with medical needs

Our school records medical information on our management information system (SIMS) and information is passed on to class teachers. Care plans may be necessary for some children and this information is held in a central file, a class file and also in the staff room.

A medical diagnosis or disability does not necessarily imply SEND although we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may meet the criteria for disability and where this is the case the school will comply with its duties under the Equality Act 2010.

We are mindful not to hinder access to education and therefore reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an additional adult to accompany a child on a school trip/residential

Specific staff will have training to support particular needs as they arise.

The school office is responsible for the administration of medicines and health care plans/protocols

#### Monitoring and evaluation of SEND

The Leadership Team regularly monitor and evaluate the quality of provision for all pupils. For children requiring additional support we use interventions in school that have proven outcomes and are evidence based.

The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points
- Interventions baseline and exit data
- Progress against individual targets on the Send Support Plan
- Pupils' work and interviews

Good progress will be defined in a number of ways:

- Attainment gap closes
- Child's rate of progress improves
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary, make changes to our provision.

## Training and resources

Training needs are identified in response to the needs of pupils currently on the SEND register. In order to maintain and develop the quality of teaching and provision all staff are encouraged to undertake training and development. School is a member of the Fylde Coast Teaching Alliance and takes advantage of the many training opportunities that they provide.

We have a robust induction process for all staff who take up post in our school and this includes the systems and structures that are in place around the school's SEND provision and practice.

The SENDCo attends training and cluster meetings to share good practice with colleagues and to keep up to date on SEND developments.

## Storing and managing information

Pupil records and SEND information is shared with staff working closely with those pupils to enable them to better meet the individual child's needs.

We rely on parents/carers sharing information and respect their confidentiality. All files are kept in a locked filing cabinet. Individual files are transferred to new settings when pupils leave.

Privacy notices are available to view on our website.

## Reviewing the policy

The policy will be reviewed on an annual basis by the Governing Board.

## Accessibility

Pupils with special educational needs will be admitted to Carleton Green Community Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years action or action plus. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

See our Local Offer and SEND Information Report on our school website for further details.

## Dealing with complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then an appointment should be made with the SENDCo/Headteacher.

If it is still not possible to resolve the difficulty, the parent's concerns should be put in writing to the Chair of Governors. If required, parents may seek the support of SENDIASS [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk) For further details, see our Complaints Policy.