

SEND Information Report

Carmel College



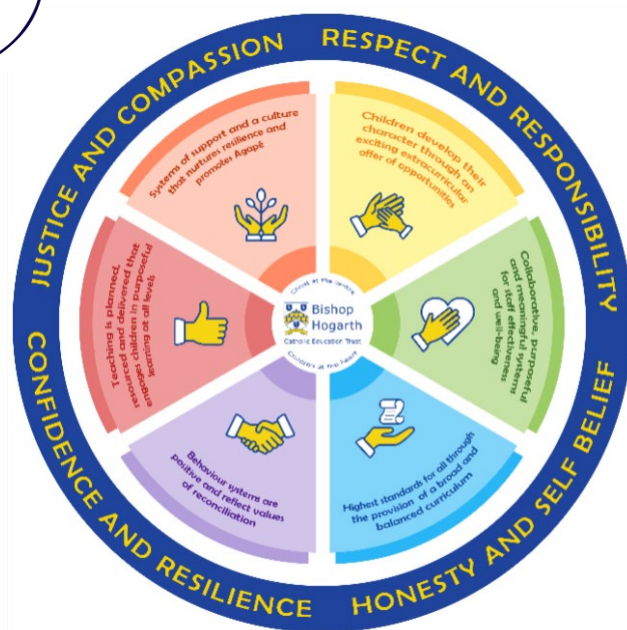
As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.



As an inclusive school, all teachers are teachers of pupils with Special Educational Needs and Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.

Approved on	June/July 2026
Next Review	June/July 2027

Our college's approach to supporting pupils with SEND

The ethos of Carmel College is built around our mission as a Catholic college. Through following Gospel values in everything we do, we aim to ensure all members of our community are individually provided with the care, respect and compassion that all unique individuals deserve. Our community is characterised on a supportive, welcoming approach and a caring ethos with justice given to all within it. We shall strive to provide opportunities and an environment in which all pupils develop according to their full potential. We must seek to ensure that all members of our community experience and find hope, joy and fulfilment and a sense of their own worth and that of others by participating as fully as possible in college life.

'I came that you may have life in abundance.'

John Ch10 v10

Our Core Offer:

As an inclusive college, all teachers are teachers of pupils with Special Educational Needs and Disabilities. Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to meet every child's need. This is the first step in supporting pupils who may have Special Educational Needs and Disabilities. All children are challenged to do their very best and make the most progress that they can. All children are taught a well sequenced, broad and balanced curriculum. Where children require additional support, adaptive teaching or specialist resources will be provided where possible.

Where it is perceived that pupils may require access arrangements, such as a computer reader or access to a word processor for external exams, and it is their usual way of working in class, they will undergo psychometric testing in college via our specialist assessor. Identification of such pupils is a collaborative effort from teaching, pastoral and SEND staff. Assessment usually takes place in the summer term of Year 9 and the autumn term of year 10, and results are shared with parents at the Academic Mentoring Day in the autumn term or before, where possible.

All pupils are known well by their form tutor who develops strong relationships with them, with further support from their Pastoral Learning Manager, Assistant Pastoral Learning Manager, the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Teaching Assistants and Learning Mentors. Good behaviour and organisation are rewarded. Sanctions exist to support consistently high standards of behaviour. Pupils can express their views in several ways, including via their school council representatives or directly to staff.

We manage medical needs by working closely with parents and healthcare professionals and use the information and professional advice given to develop and review pupils' Individual Health Care Plans (IHCP). We also listen to and act on their advice, providing staff training when needed. **Please see:** [Supporting Students with Medical Needs](#).

We run a wide range of extra-curricular clubs including rugby, football, arts and crafts, band, robotics, debate club and climbing. The Emmaus room is an inclusive space, available for any pupil who may need temporary additional support.

Our SEND Governor has regular involvement with the department and is kept apprised of all aspects relating to inclusion.

How will the college support my child?

The graduated response - identifying, planning for and supporting pupils with SEND.

Where a pupil is identified as having a special educational need, college will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the college know if children need extra help and what do I do if I think my child has special educational needs?

1. Assess

We follow the following steps in college; our aim is to follow a graduated approach:

- Identification – Pupils are identified in several ways including communication with parents, primary schools, Year 6-7 transition work and analysis of prior and current attainment data. The steps taken are a graduated approach as set out in the *'Special Educational Need and Disability Code of Practice: 0 to 25 years' (January 2015)*. A copy of this can be found on the college website under SEND.
- Where a pupil has received support in primary school, discussions with parents/carers, the pupil and the class teachers/SENDCo will help to inform provision.
- Your child will be identified as having SEND if they have *significantly greater* difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.
- First steps - if from our rigorous tracking and monitoring of your child's progress, it becomes apparent that they are not making expected progress, you will be invited to a meeting with their Pastoral Learning Manager, Mrs Pinnock (SENDCo) and / or Mrs Julian (Assistant Vice Principle for Learning Support). At the meeting we will begin to explore the possible barriers to learning and will discuss how we can best support your child.
- Observations and assessments will then be carried out. If required, input from specialist services may be sought with your permission.
- SEND Register: Where appropriate, your child may be placed on our college's SEND Support Register and, where necessary, a support plan will be devised and agreed. This process will involve your child as much as possible in its development and, of course, will be strengthened with your own actively sought advice and suggestions. For some pupils with complex or multiple high needs, which we cannot meet through SEND Support, an application may be produced requesting an Education Health Care Needs assessment from the Local Authority.
- In some cases, pupils may develop so that they no longer require specific SEND support. If this happens then the SENDCo will carry out observations and, in discussions with staff and parents/carers, look to remove the pupil from the SEND register.

If you are concerned about your child's progress or that your child may have SEND, please contact our SENDCo, Katrina Pinnock or the Assistant Vice Principle for Learning support, Lin Julian on 01325 254525.

2. Plan

Our procedures are in line with the Special Educational Needs and Disability Code of Practice (2015).

- All teachers are teachers of pupils with SEND. All teachers and support staff will be made aware of the pupil's needs, the support provided, and any strategies needed. This information will be recorded on the college's SEND Information system Arbor and on the SEND Microsoft Teams Tile. This information is shared with staff, highlighting any changes made throughout the academic year. This information provides our staff with suitable strategies and approaches to help them meet a wide range of learning needs. Our team of Teaching Assistants and Learning Mentors are deployed where they can best serve pupils' needs in close collaboration with teachers. The SENDCo oversees the deployment of Teaching Assistants.
- Where it is decided to provide a pupil with SEND support, parents/carers and the student will be informed. The student will have an appropriate SEND information document put in place, such as a Pen Portrait, a One Page Learner Profile or a SEN Support Plan, with clear strategies and support based on their individual need.
- Where a pupil fails to make progress, despite additional intervention, we seek advice from relevant outside professionals. These **may** include, but are not exclusive to: Educational Psychology, The Low Incident Needs Team for hearing and visual Impairment, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), Early Help and Local Authority Outreach Services provided by the Local Authority SEND team. These professionals may need to carry out their own assessments and observations. This is done with full consent from parents /carers.
- Information about a pupils' SEND is securely shared with staff via Arbor and Microsoft Teams.
- Following discussion with a pupil and parents/carers, additional provision is planned carefully and overseen by Mrs Pinnock, the SENDCo. We modify teaching and learning approaches and the environment to facilitate access for all pupils. We happily comply with expectations set within equality and disability law.
- At Carmel College we have an extensive range of different Special Educational Needs, and any interventions which are provided are closely matched to the needs of our children. Progress is monitored by the class teachers, the SENDCo, and staff with specific curriculum responsibilities.
- Year 9 SEND Reviews have a clear focus on options for Key Stage 4, and these are also the focus for Year 11 pupils when considering post-16 choices. We work closely with the Careers Advisor and local colleges to ensure successful transition and full participation post-16.
- **Where provision does not result in adequate progress, as outlined in the Code of Practice, Mrs Pinnock / Mrs Julian and curriculum staff will re-evaluate the approach as part of the review cycle.**

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class:

- Daily planning considers individual children's needs and requirements and is adapted and annotated according to need.
- Explicit reference is made in the teacher's planning to the needs of those children identified with SEND.
- Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

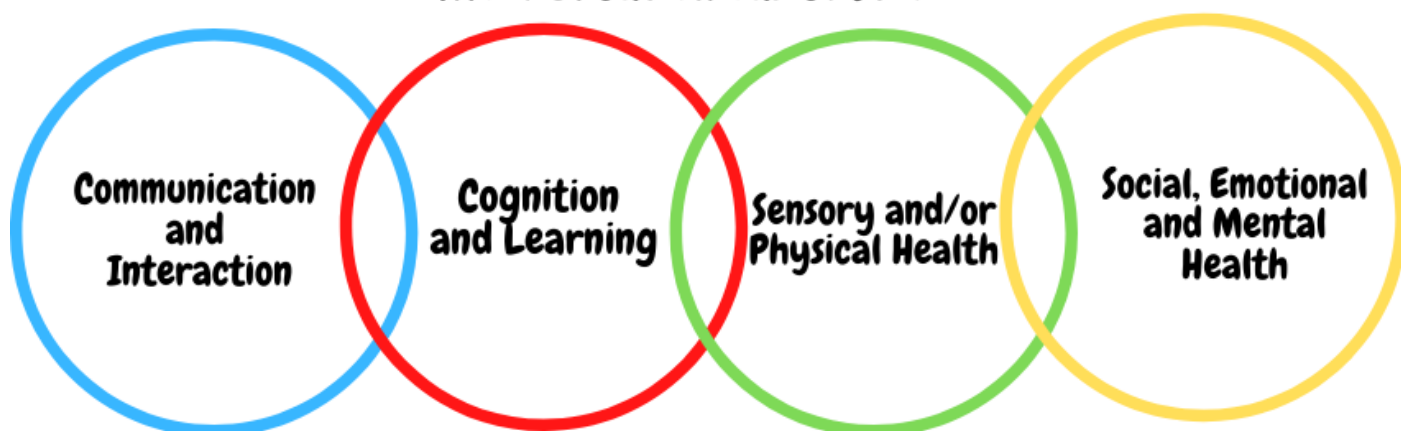
- Additional adults, support groups and individual children with the long-term goal of developing independent learning skills. The SENDCo monitors this support to avoid pupils becoming over reliant on this.
- We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

- The impact of the support on the pupil's progress will be reviewed termly. The impact of this support along with the views of the pupil and his/her parents will be used to decide on any changes to the support considering the pupil's progress.
- The pupil will always be at the heart of the review process at Carmel College. Every effort will be made to ensure that a pupil's welfare, well-being and academic progress are carefully considered throughout the process. The college will inform and involve caregivers throughout this process. Your child's teachers will manage and guide any relevant learning strategies which will be reflected in lesson planning. Data is closely monitored and reviewed by the Vice Principal for Teaching and Learning, Curriculum Leaders, class teachers, Pastoral Learning Managers, the SENDCo and the Assistant Vice Principal for Learning Support to ensure that your child's provision is having a positive impact on outcomes.
- It is sometimes appropriate for a member of the SEND Department to work with your child in lessons or within a time-limited intervention. This can provide the opportunity for close individual monitoring of engagement and progress, and you will be kept advised of any significant success or concerns.
- Where a pupil continues to make little or no progress, the college will consider, with parental consent, the involvement of external specialists. The SENDCo, subject teacher and specialists will consider what is required to support pupil progress e.g., strategies, appropriate equipment, etc. Following this, a date will be set to review the support and at this point support may be adapted or replaced depending on how effective it has been in achieving expected outcomes.
- Additional provision is delivered in a range of ways, and we encourage you to get involved in your child's additional provision as we believe that the best outcomes are achieved when there is a consistent home/college approach being taken wherever possible.
- **An Academic Mentoring Day** is held in the autumn term where you can meet your child's academic mentor to discuss work in different subject areas. During this day there is also an opportunity to meet with members of the SEND team to review your child's SEN plan. There are also two additional SEND Review Days held during the spring and summer term for you to meet with our SEND team to review your child's SEN plan again and update your parent /carer voice.
- If your child has an **EHC plan**, you will also be invited to an **annual review of this working document**.
- If appropriate progress is still not being made, despite all steps taken, we move to the next step of the graduated approach put forward within the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEND needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that may be put in place to support your child. We do this through a tiered approach – the three tiers are outlined on the next page, followed by details of what each tier may include.

		Specialist Support
	Targeted Support	Targeted Support
Support for everyone	Support for everyone	Support for everyone
All pupils including those with SEND	Some pupils with SEND	A few pupils with SEND



Communication and Interaction

Communication and Interaction

Young people with communication and interaction needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with C&I needs is different and their needs may change over time.

Tier 1 - Universal Inclusive strategies for all learners embedded in quality first teaching	Tier 2 – Targeted In addition to universal provision. Targeted intervention for some learners	Tier 3 – Individualised In addition to universal provision and targeted intervention, some students may require more specialist and individualised support
All children benefit from high-quality, inclusive classroom teaching. Quality First Teaching: - Carefully selected groups and support during group work - Chunking and breaking down of information and instructions - Scaffolds and writing frames - Scaffolds for structured talk within the classroom - Use of whiteboards in lessons - Visuals, including dual coding as appropriate - Repetition - Movement breaks - More time to complete extended tasks - Access to extra-curricular activities specifically designed to improve communication and interaction - Effective adaptive strategies identified and employed within the classroom to facilitate learning	In addition to universal provision. Targeted interventions may be necessary for some learners. Specific, time limited, interventions will be introduced and offered where appropriate, following appropriate baselining, monitoring and end point review. This could be via: <i>Referral to internal interventions:</i> - Access to low stimulus area or safe space. - Social, Communication group sessions. - LEGO Therapy sessions. - Modifications to lunch and break times where appropriate. - Initial mentoring for extra-curricular clubs, where deemed necessary - Access to assistive technology where appropriate <i>Referral to external agencies for advice and additional strategies, where appropriate</i>	- Support during unstructured time. - Increased home/school contact where necessary to keep parents/carers readily informed of activities during the college day - Access to small group and/or bespoke interventions - Increased adult support where needed. - Access to social and emotional stories, feelings cards. - Timetabled rest and regulation breaks. - Careful planning of transition. <i>Referral to external agencies for advice and additional strategies, where appropriate</i>

Cognition and Learning

Cognition and Learning

Support for cognition and learning difficulties may be required when young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and specific learning difficulties (SpLD). Specific learning difficulties affect one or more specific aspects of learning.

Tier 1 - Universal Inclusive strategies for all learners embedded in quality first teaching	Tier 2 – Targeted In addition to universal provision. Targeted intervention for some learners	Tier 3 – Individualised In addition to universal provision and targeted intervention, some students may require more specialist and individualised support
<i>All children benefit from high-quality, inclusive classroom teaching.</i> <i>Quality First Teaching:</i> • High quality ‘adaptive’ teaching within the classroom using a range of strategies such as explicit instructions, scaffolded learning, chunking and modelling to ensure the curriculum is accessible • An adapted curriculum, where appropriate, to meet the learning needs of the child • Frequent repetition and reinforcement of knowledge and subject specific words through explicit teaching and daily retrieval practice within mainstream lessons. • Prompts within lessons and re-phrasing of instructions.	<i>Specific interventions, where deemed appropriate.</i> <i>Referral to internal interventions and additional support:</i> • Support with organisation e.g., pictorial timetables, checklists • Support with homework via Homework Club • Access Arrangements to enable access to assessments e.g., computer readers, word processor, additional time • Rest breaks • Phonic/reading development programmes e.g., Read Write Inc Fresh Start and Accelerated Reading • Numeracy interventions • Practical aids for learning, e.g. overlays, ‘Now and Next’ cards, number lines and squares • Use of assistive technology, where necessary <i>Referral to external agencies for advice and additional strategies, where appropriate</i>	• Additional interventions such as 1:1 and small group literacy or numeracy sessions as pertains to level of need. • Increased adult support where needed. • The use of assistive technology such e.g. Laptop • Pre and post teaching of vocabulary and new concepts. <i>Referral to external agencies for advice and additional strategies, where appropriate.</i>

Sensory/Physical

Sensory/Physical		
<i>Children and young people may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These disabilities could include a visual impairment, hearing impairment, physical difficulty or sensory processing difficulty.</i>		
Tier 1 - Universal Inclusive strategies for all learners embedded in quality first teaching	Tier 2 – Targeted In addition to universal provision. Targeted intervention for some learners	Tier 3 – Individualised In addition to universal provision and targeted intervention, some students may require more specialist and individualised support
• Access to the Student Support Office to take medication • Assistive Technology support e.g. Radio Aids, Roger Pen, Sound field System • Advice and guidance from the Sensory Support Services e.g., Low Incidence Needs Team, for advice on planning for students with a visual or hearing impairment • Flexible teaching arrangements will enable pupils to move seats to access lessons • Teachers will be made aware of the implications of physical and sensory impairments • Use of alternative coloured background on white boards • Regulation equipment e.g. wobble cushions, ear defenders, etc. • Use of focus aids, as deemed appropriate	• Advice taken from outside agencies where appropriate and liaison with them for specific equipment to aid access to the curriculum • Adapted curriculum to enable full access e.g., alternative recording device, modified PE curriculum. <i>Referral to external agencies for advice and additional strategies, where appropriate</i>	• Where illness-related absences occur PLMs, Form Tutors and the SEND Department will liaise directly with parents/carers and students as to how best to support them <i>Referral to external agencies for advice and additional strategies, where appropriate</i>
<u>Medical Needs whilst not always an indicator of a SEN need are also supported within school:</u> Parents/Carers are responsible for providing College with accurate information and an up-to-date supply of medication (For more information please refer to our <i>Supporting Students with a Medical Condition Policy</i>). • Individual Healthcare Plans are written in conjunction with parents/carers for pupils with more complex health care requirements and with input from the SENDCo when a child also has additional needs. These are reviewed annually, with opportunities to alter across the year if changes are required. • College meets statutory requirements for the Disability Discrimination Act 1995.		

Social, Emotional and Mental Health

Social, Emotional and Mental Health

A young person with SEMH needs may have attachment needs or find social interactions tricky, feel withdrawn or isolated, display high levels of worry or low mood. They may also display challenging, disruptive or disturbing behaviours and have difficulties attending to tasks or maintaining focus. They may have attention deficit hyperactivity disorder or other needs.

Tier 1 - Universal

Inclusive strategies for all learners embedded in quality first teaching

- Support from PLMs, APLMs and Form Tutors
- Monitoring of behaviour via a reward system to promote behaviour for learning
- Meet and greets on entry to the classroom
- Information from parents shared with relevant staff in College
- Access to school nurse drop-ins

Tier 2 – Targeted

In addition to universal provision. Targeted intervention for some learners

- Access to the Emmaus room, where pupils can receive the support of experienced members of staff trained in Emotional Literacy Support via interventions
- Use of key worker mentoring to meet the needs of the individual.
- Positive Behaviour Support Plans
- Referral to and advice from outside agencies and Local Authority services where appropriate e.g., Early Help to promote safe behaviours
- Regulation Breaks
- Social and emotional stories

Referral to external agencies for advice and additional strategies, where appropriate

Tier 3 – Individualised

In addition to universal provision and targeted intervention, some students may require more specialist and individualised support

- Personalised reward system
- Consistent links with the SENDCo and families for support and information sharing
- Increased adult support, where needed
- Adaptive curriculum opportunities, including a temporary modified timetable, where appropriate
- Direction off site to support with positive behaviour plans, where appropriate

Referral to external agencies for advice and additional strategies, where appropriate

Well-being and Pastoral Care

- Pastoral Care is at the heart of College life. There is an extensive PSHEE curriculum developed by PLMs and delivered by Form Tutors on a weekly basis. **Key topic areas include career planning, relationships, self-awareness, E-Safety, bullying and Emotional Wellbeing and Mental Health.**
- **The SEND Department** offers insight which is embedded into the PSHEE curriculum to raise awareness of diversity issues and actively prevent bullying of those with SEN and/or a disability on an individual basis.
- **Social Support** for pupils is offered in a variety of ways dependent on the individual pupil: including support from the SEND Department during unstructured time, specialist interventions and extra-curricular activities aimed at building on communication and interaction skills, as well as support from the Emmaus room and members of staff trained in Emotional Literacy Support and Emotional Wellbeing.

What training is provided for staff supporting children with SEND?

Carmel College is committed to ensuring that staff training is monitored and kept up to date in order that this support is of maximum benefit to pupils. All teaching staff attend regular CPD sessions which focus on SEND. The College's SENDCo is a qualified teacher and has completed the National Award for SEND co-ordination (NASENCo).

We fully comply with the requirements outlined in the Special Educational Needs Code of Practice (January 2015). We also make reasonable adjustments to our practices to comply with the Equality Act (2010). Staff have been trained to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health

We have several teaching assistants and support staff that are experienced and have received training in the following areas: Read Write Inc Fresh Start, Numeracy, Precision Teaching, Mental Health First Aid, Mental Health Champions, Emotional Literacy Support, First Aid, ACES and understanding trauma.

Where new needs are identified for which, the college is unprepared to offer provision, staff are selected, and training is arranged. Where necessary, the college draws on the services of outside agencies and specialists.

How do we support transition in our school?

Transition to Secondary settings:

Close links are formed with families, primary schools and any outside agencies early in the transitional phase.

- The SEND team, along with the Transition Lead, visit primary schools and meet with Year 6 teachers and SENDCos prior to transition to gather information. The SENDCo may also meet with families to gain a comprehensive understanding of each pupil in order to provide a smooth transition and consistent support throughout.
- Pupils identified as requiring further enhanced transition following this are offered an individualised plan which may include additional visits, activities and opportunities during the transition period e.g., tours after hours and during the school day, 1:1 visits and lunch invitations for pupils with an EHC plan and their families and activity afternoons for high needs pupils.
- The Learning support department work closely with PLMs and the Transition Lead throughout the transition period, ensuring that children are familiar with key individuals and their roles prior to transition.
- The SENDCO and Transition Lead share relevant information gathered throughout the transition period with teaching staff at the start of the academic year.

Transition within classes/key stages:

- Pastoral Learning Managers and the SEND team know their young people well and share information at each point of transition
- Information is passed to the new class teachers through departmental meetings, Arbor and the SEND Microsoft Teams Tile.
- Children who require additional support to ensure a smooth transition to their new classes will also receive the required support from the pastoral and/or SEND team. Opportunities for enhanced transition for SEND pupils is available.
- If a pupil moves to a new school within or at the end of an academic year, we will contact the school SENDCo to ensure he/she knows about the special arrangements or support that needs to be made for the pupil. If necessary or possible a meeting will be arranged with other professionals. The college will also transfer all records held for the pupil to the new school as soon as possible.

- Our comprehensive PSHEE curriculum covers careers and a range of post-16 options.
- At all reviews from Year 9 there is a focus on levels of independence, aspirational post-16 placement, independent living and full participation in the local and wider community.
- Careers advice is delivered by a qualified Careers Advisor. Where appropriate, the Careers Advisor is invited to annual EHC Plan reviews to discuss options for further and higher education. The Careers Advisor provides regular 1:1 career guidance with pupils from years 7-13. The Careers Team arranges various careers events throughout the academic year including, school trips to local colleges and universities, employer engagement through workshops and careers fairs and provides group sessions to discuss careers, post 16-18 educational pathways, and employability. All pupils receive a personalised action plan which is uploaded onto Unifrog after every appointment.

Transition to Post-16 Education:

- The transition process will begin in Year 10, particularly for some of our more vulnerable pupils. We work closely with all the major post-16 education establishments in the area. Meetings are held for the transfer of essential information relating to EHC plans, Child and Family Services and pastoral matters. The pastoral team and the SEND team also support pupils who require additional support during their transition period.
- We will also offer parents/carers the opportunity to speak to the college's qualified Careers Advisor so that they are able to support their child during the next stage of their education.
- We can also support parents / carers in organising, and if requested, joining meetings with post-16 College staff if they wish to speak to them personally.
- We link closely with the Head of Sixth Form to ensure that our young people who have identified SEND in our Sixth Form continue to receive the support they need to fully access the curriculum, assessment, advice and guidance. This increasingly includes advice about applications to universities, apprenticeships or other training options beyond college.

Where can I get further information about services for my child?

The Local Offer

At Carmel College we involve other bodies including the Local Authority Support Services, health and social care, charitable and voluntary sector organisations in meeting the needs of children with SEND and supporting families. These may act in an advisory capacity, extend expertise to staff, provide additional assessment, support a child directly or consult with all parties involved with the child.

Please follow the link below to access information regarding services and support within Darlington:

[SEND Local Offer – Darlington](#)

For further support you can contact the SEND Information, Advice and Support Service (SENDIASS) on

[SEND Information, Advice and Support Service \(SENDIASS\) – Darlington](#)

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
[https://files.schudio.com/carmel-college/files/documents/Special Educational Needs and Disabilities \(SEND\) Policy \(Review June 2027\)\(6\).pdf](https://files.schudio.com/carmel-college/files/documents/Special_Educational_Needs_and_Disabilities_(SEND)_Policy_(Review_June_2027)(6).pdf)
- Admissions Policy

- <https://carmel.bhcet.org.uk/admissions>
- Supporting Pupils with Medical Needs Policy
[https://files.schudio.com/bishop-hogarth-catholic-education-trust/files/documents/Supporting_Pupils_with_Medical_Conditions_Policy_\(Review_May_2027\)\(1\).pdf](https://files.schudio.com/bishop-hogarth-catholic-education-trust/files/documents/Supporting_Pupils_with_Medical_Conditions_Policy_(Review_May_2027)(1).pdf)
- Accessibility Plan
[https://files.schudio.com/carmel-college/files/documents/Accessibility-Plan-Review-July-2025\(1\).pdf](https://files.schudio.com/carmel-college/files/documents/Accessibility-Plan-Review-July-2025(1).pdf)
- The SEN Code of Practice
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Accessibility

The Accessibility plan aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

We aim to ensure that we 'make reasonable adjustments' to comply with the duties, including adjustments to the PE curriculum where appropriate.

- Our college is wheelchair accessible.
- We work closely with the Low Incidence Needs Service (LINS) to inform ourselves and ensure we deliver the highest provision for children with Auditory and Visual impairments.
- We are committed to offering all pupils the same opportunity to activities outside of the classroom including extra-curricular activities and college trips, where Health and Safety is not compromised.
- The college SENDCo allocates support on a needs basis. This can take the form of 1:1 support, small group interventions and support to fully access the facilities or extra-curricular activities in college.
- We create an environment that meets the Special Educational Needs of each child and their family in order that pupils can achieve their full learning potential and engage in activities alongside pupils who do not have SEND.

Activities Outside of School

- Carmel College is an inclusive college, and we will put in place appropriate support, whenever possible, to enable pupils to be educated alongside their peers. This may include extra staffing and/or equipment.
- Staff who are arranging an offsite trip will discuss with parents/carers and the SENDCO any requirements needed and the suitability of any trip in which the school is taking part.
- We will not stop pupils from going on a trip due to their special educational needs and/or disability if the trip is suitable for the pupil, and their safety and the safety of others is not compromised. Please refer to our college Equality Act policy.
- There is a designated Assistant Vice Principal who oversees all trips to ensure pupils are safe and included where possible, along with the Principal.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

Carmel College welcomes feedback on our provision for pupils with SEND as we seek to improve on the quality of education provided for children with SEND and we like to hear from parents/carers about their child's experiences.

If you have any feedback or concerns about your child at any time, you can contact your child's Pastoral Learning Manager either via email or by contacting College directly via Reception, on 01325 254525.

Alternatively, with regards to queries related to specific issues surrounding SEND provision, you can contact:

SENDCo: Mrs K Pinnock

Email: kpinnock@carmel.bhcet.org.uk

Telephone number: 01325 254525

Or

Assistant Vice Principal for Learning Support: Mrs L Julian

Email: ljulian@carmel.bhcet.org.uk

Telephone number: 01325 254525

We welcome feedback from all our parents.

Name of school SEND governor

Lisa Thom