



Carfield

Primary School

SEND Policy 2025-2026

Date Reviewed	Written or Reviewed by	Approved by (Governor Committee)	Next Review
November 2021	Bethan Arthur	Kate Souper	November 2022
November 2022	Bethan Arthur	Kate Souper	November 2023
November 2023	Bethan Arthur	Adwina Smith	November 2024
September 2024	Bethan Arthur	Adwina Smith	September 2025

Executive Summary

Our Vision:

At Carfield Primary School, we believe that every child deserves a rich, inclusive, and fulfilling education. Our SEND provision is rooted in strong relationships, high expectations, and a nurturing environment that supports all pupils to thrive and achieve their full potential.

Our SEND Team:

We are proud to have a dedicated and experienced team leading our SEND provision:

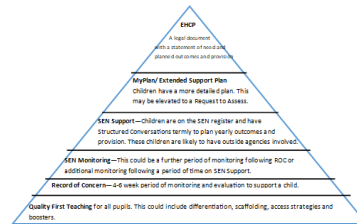
- KS2 SENDCo: Bethan Arthur
- EYFS & KS1 SENDCo: Scarlett Daniels
- Assistant SENDCo (EYFS): Isabelle Keally
- SEND Governor: Adwina Smith

Together, we work closely with staff, families, and professionals to ensure our provision is responsive, child-centred, and aspirational.

Our Approach to SEND:

We follow the Graduated Response, using the Assess → Plan → Do → Review cycle to identify and meet the needs of pupils with SEND. All pupils benefit from Quality First Teaching (QFT), with additional layers of support added as required. Our graduated levels of provision include:

- Class Support
- SEN Monitoring
- SEN Support (with Support Plans)
- MyPlan / Extended Support Plan



Areas of Need We Support:

We provide tailored support for children with needs in the following areas:

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

SEND Profile (2024–2025 Snapshot):

- Pupils on the SEN Register: 12.6%
- Pupils with EHCPs: 4%

Most common areas of need: Speech & Language and Social, Emotional, Mental Health (SEMH)

Parent and Pupil Involvement:

We value the voices of both pupils and families, and we are committed to co-production at every stage:

- Termly SEN Review Meetings (replacing parent evenings)
- One-page profiles co-created with pupils to reflect their strengths, needs and preferences
- Early and ongoing communication with families from the moment a concern is raised

SENDCo(s): Bethan Arthur (KS2) and Scarlett Daniels (KS1 and EYFS)
Assistant SENDCo: Isabelle Keally
SEND governor: Adwina Smith

Statement of intent:

At Carfield Primary School, we believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This aligns with our whole-school development priority: 'To embed a culture of inclusion and belonging where all stakeholders feel welcomed, respected, and valued – improving the experiences and outcomes of all pupils.' This priority, outlined in the School Improvement Plan (SIP), underpins our SEND provision and reflects our commitment to continuous improvement.

We strive to provide a broad and balanced curriculum for all that is inclusive and engaging whatever their gender, ethnicity, religion, sexual orientation, needs or abilities so that individuals thrive and achieve their potential. The curriculum is inspiring, creative and challenging; a rich blend that provides the children at Carfield Primary School with a good knowledge and understanding base, as well as a strong skill set for their futures.

Our core values form the heart of our provision:

- We are resilient
- We are respectful
- We pride ourselves on strong relationships

We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND. Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.

- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Data Protection Policy
- Records Management Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

This policy has been created by the Special Educational Needs and Disabilities Coordinator (SENDCo) and in liaison with SLT, all staff and parents of students with SEND using stakeholder voice from questionnaires, workshops and review meetings.

2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The named person for managing the settings response to ensuring that the provision we make for children and young people with SEND at Carfield Primary School is Bethan Arthur, SENDCo and Scarlett Daniels (SENDCo). Although SENDCos have been allocated to specific phases, the SENDCos have an overview of all children in the school with SEN. The SENDCos therefore may be used, at times, to hold SEND reviews with parents of children that are not directly linked with their phase.

Bethan Arthur holds the National Award for Special Educational Needs Coordination (NASENCo) and Scarlett Daniels is currently undertaking the National Professional Qualification in Special Educational Needs (NPQ). The NPQ replaced the NASENCo from September 2024 and SENCOs who have already obtained the NASENCo do not need to complete the NPQ.

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.

- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

4. Identifying SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

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

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps.

We believe that pupil's needs should be identified and provided for as early as possible, and our SEN monitoring systems are set up to do this effectively. We identify the needs of a child by looking at the whole child not simply the special educational need. We identify children with potential barriers through teachers' observations and assessment, SEND areas of need standardised assessments (Baseline, SATs, Sheffield Support Grid, progress checklists, target setting, parental/carers concerns or the pupils own observations or by external agencies. Additionally, we employ a Pastoral Team to help provide individual diagnostic assessments and to provide support for our families. Consults from Learning Support, Speech and Language Team – Mainstream and Specific Language Impairment, Educational Psychology Service, CAMHS, Autism Team, Visual Impairment Team, Hearing Impairment Team, Early Years Inclusion Team, Occupational Therapist and MAST professionals, Primary Mental Health Nurse, Senior Learning Mentor and Family Support Workers also help identify need.

- All pupils at SEN Support will have their provision reviewed at least termly (minimum three times per year, in line with the SEND Code of Practice 6.65). Reviews will consider progress towards outcomes, effectiveness of support, and any adjustments required.

- Termly analysis of academic data, identifying children who are not making expected progress and exploring any possible barriers to learning.
- Concerns raised by parents.
- Concerns raised by class teachers.
- Health diagnosis through a hospital.
- Liaising with our bought in educational psychologist.
- Liaising with our outside agencies.

With the support of the SLT, classroom teachers will also conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

‘Less than expected progress’ will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil’s previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

If despite using adaptive teaching and implementing provision, a teacher remains concerned that the child may have SEND based around the four broad areas of need as stated in the SEND code of Practice (2014), a Record of Concern form will be filled in and discussed with parents. The Record of Concern requires the teacher to state what strategies they have been using to support the child, what they feel the child’s needs are and what the parent feels about the possible difficulties. This is handed to the SENDCo and the SENDCo will, where possible, review the Record of Concern within two weeks. Once the Record of Concern has been reviewed, a daily monitoring period of 4-6 weeks will start by the class teacher. The purpose of this period of monitoring is to work out what action the school needs to take to support your child, not to fit them into a category.

If a parent/carer has a concern about a possible additional need for a child, they are advised to first speak to the child’s teacher who can then fill in Record of Concern or to phone and speak to the SENDCo. Normally the SENDCo will suggest some strategies for the teacher to try and ask the teacher to fill in a Record of Concern and monitor daily for a period of 4-6 weeks. The SENDCo may informally observe the child. The child may then be moved to SEN monitoring or SEN Support or in class support may still be appropriate.

If towards the end of the Record of Concern monitoring period, we still have concerns about a child despite a number of strategies or class enhancements being put into place, we may feel they need to be on SEN Support. At this stage there are number of formative assessments we may do.

- **Initial assessments**
Reading spelling, writing or numeracy assessments may be undertaken by the class teacher, SENDCo or a higher-level teaching assistant. The SENDCo will often observe children where concerns have been raised and a letter is sent out annually to inform parents that the bought in educational psychologist may work with their child informally. Parents are able to opt out of this.
- **Specialist assessments**
Individual diagnostic assessments are used by our learning support teacher to help identify any potential moderate or specific learning difficulties and to support staff and parents by providing strategies to support the child. Specialists such as the learning support teacher, educational psychologist and speech and language therapist who work closely with the

school may conduct further structured observations or assessments but in these more formal observations or specialist assessments parental permission will be sought first, usually through a referral form which parents can sign if they are happy for the assessments to take place.

The school plans, manages and reviews SEND provision across the following four broad areas of need as detailed in the SEN Code of Practice (2014).

1) Communication and Interaction (C&I)

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

2) Cognition and Learning (C&L)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

3) Social, Emotional and Mental Health (SEMH)

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
- Difficulties with mood (anxiety or depression),
- Difficulties with conduct (oppositional problems and more severe conduct problems including aggression)
- Self-harming
- Substance abuse
- Eating disorders or physical symptoms that are medically unexplained
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder
- Autism or pervasive developmental disorder
- An anxiety disorder

4) Sensory and/or physical needs (S/PD)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

We have pupils in all these categories of SEND.

- We are working more closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

- All pupils benefit from 'Inclusive Quality First Teaching': this means that teachers are expected to assess, plan and teach all pupils at the level which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEND.' In addition, we implement some focused interventions to target particular needs and skills.

Other factors may impact on progress and attainment but may not be an SEND. These will need considerations making for and include;

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

It is vital to state that additional intervention can in no way replace good quality first teaching. Some pupils will need something additional to and different from that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support. Class teachers are responsible and accountable for the progress and development of all children in their class including where pupils access support from teaching assistants and specialist support.

5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

6. Bullying

At Carfield we aim to provide a nurturing, caring environment where children can come to school without the fear of being bullied. We have a zero-tolerance attitude to bullying alongside implementing a number of preventative strategies. The senior leadership team oversees children's wellbeing and behaviour through communication with children, staff and parents. Incidents are recorded as appropriate (CPOMs or Behaviour Smart) are dealt with as soon as possible.

7. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The SEN Code of Practice (2014) states that pupils should only be identified as SEN if they do not make adequate progress once they have had adjustments/intervention and good quality personalised learning. At Carfield, we concur with the Code of Practice (2014) and the first level of support in our graduated response is Class Support which refers to all children in school and their entitlement to personalised good quality inclusive first teaching and class enhancements where appropriate.

All children are entitled to Quality First Teaching. Quality First Teaching is class teacher input via excellent targeted classroom teaching. For your child this means that teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

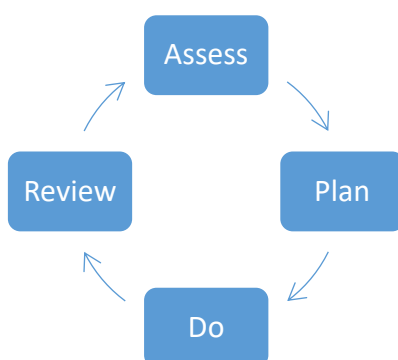
- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Assess, Plan, Do, Review

Underpinning ALL our provision in school is through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date



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 the support which is the most effective in helping the pupil to achieve good progress and outcomes.

Assessing at Carfield Primary School

All children on SEN Support are assessed using a number of different assessments depending on their need either by the teacher, the SENDCo, our learning support teacher, Speech and Language therapist and/ or our Educational Psychologist. The assess stage involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's

information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure barriers to learning are clearly identified and overcome. Where external staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Planning at Carfield Primary School

Planning will involve consultation between the teacher, SENDCo and parents to agree the desired outcomes, the support that is required, the desired impact on progress that is expected with a clear date for review. Parental involvement is sought to reinforce or contribute to progress at home. SEN reviews take place termly. At Carfield, we use the Sheffield Support Grid levelling criteria to support with our SEND identification. The Sheffield Support Grid (SSG) is a non-statutory guidance document for school staff and other professionals. It is intended to help schools give support to learners with additional needs. It helps support learners in a fair, consistent and clear way.

Children on the Sheffield Special Educational Needs & Disability (SEND) Support Grid at Level 3 in at least one area, will have a:

- **Support Plan** which reviews yearly outcomes. The plan records the views of parents, outside agencies and the school of what is working well and what needs to change for the child. A
- **Learner Profile** is completed with the child to ensure their views of their education are implemented into the plan.
- **MyPlan/ Extended Support Plan** is completed for children with more complex needs are reviewed on the **MyPlan/ Extended Support Plan** which includes all the information from a Support Plan but, in addition, it collates the history of the child and the family and an outline of the child's needs from a collective perspective. It also includes a section on "P4A- Preparation for Adulthood".

The young person can move through this Graduated Approach from a Support Plan to a MyPlan/ Extended Support Plan and vice versa.

Children who are no longer on the SEN register will still have their progress monitored.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes.

Doing at Carfield Primary School

The class teacher remains responsible for working with the child on a day-to-day basis. They will *retain responsibility for the pupil, working* with teaching assistants and other staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENDCo. The teacher should also be providing information for and adhering to advice from specialists such as speech and language support, learning support services and Educational Psychologists. The SENDCo, in liaison with the Senior Leadership team, and SEND Governor will regularly meet to discuss the needs of the children. This includes training, resources and additional support where appropriate.

Reviewing at Carfield Primary School

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 where necessary their parents. The class teacher, Senior Leadership Team and the SENDCo will revise the support and outcomes/steps based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. In addition to this, we also include the following into our review process:

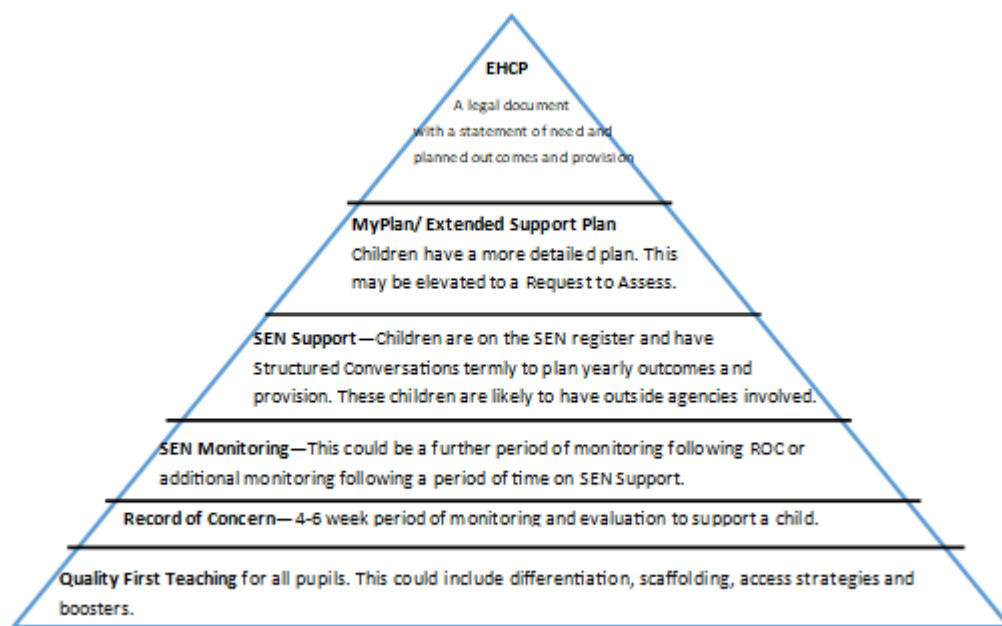
Targets: Children review their targets regularly with their teacher and teachers comment on progress towards targets on the weekly SEN Support monitoring forms.

Review meetings: As much as this meeting is for planning, it also for reviewing the child's progress across all areas but also specifically their progress towards their targets. In these meetings, we review and set new targets if appropriate to ensure the child makes the best progress they can. This may then lead to further specialist assessment. Review meetings are scheduled in for each term, Autumn, Spring and Summer and where appropriate, external agencies will be invited to review progress and support. Where intervention runs on 6 week cycles, the intervention leader will discuss progress made and share with the SENDCo, class teachers and parents and next steps will be decided. Support plans will be updated following this and provision maps will be updated in line with the changes made. Review meeting will replace teacher parent evenings to allow a more detailed conversation to take place.

If pupils do not make adequate progress, despite additional provision at SEND Support, the school will then seek advice and involvement from external support services. Following conversations with external support agencies, the pyramid of need will be followed and support and if all professionals feel that is appropriate, the plan could be escalated to an EHC (Education, Health and Care) assessment which **may** result in gaining an EHCP (Education, Health and Care Plan)

SEN Provision Pyramid

At Carfield, we use a 'pyramid of support' for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan. The Code of Practice, 2014 states that schools now only have a single category of need, SEN Support which is the number of children on their SEN register. However, the Code of Practice, 2014 also gives schools the freedom to design their own graduated response and as a school we feel that a single category response is not in the interests of early identification in Carfield. Whilst in the pyramid below, SEN Support, MyPlan/ Extended Support Plan and EHCP make up our official category of support, our support pyramid has many more layers which will ensure all our children at Carfield have the best provision to identify and cater for any additional needs swiftly and thoroughly.



At Carfield, this is what we offer at each stage of the pyramid:

Education Health and Care Plans

- ✓ At least termly reviews as part of the assess, plan, do, review cycle and one bigger annual review.
- ✓ Termly target setting based on the outcomes of the EHCP
- ✓ An Education Health and Care Plan in liaison with the authority
- ✓ Access to additional provision and interventions as identified

My Plan/ Extended Support Plan

- ✓ At least termly review meetings as part of the assess, plan, do, review cycle.
- ✓ One page profile
- ✓ MyPlan/ Extended Support Plan written in conjunction with parents with agreed outcomes and intervention which is reviewed termly.
- ✓ Access to additional provision and interventions as deemed necessary

SEN Support

- ✓ Termly SEN reviews as part of the assess, plan, do review cycle.
- ✓ Targets based on identified areas of need
- ✓ One page profile.
- ✓ In class support strategies
- ✓ Access to class enhancements and interventions to support learning where appropriate.

SEN Monitoring

- ✓ One page profile
- ✓ 3 meetings with class teacher per year.
- ✓ In class support strategies
- ✓ Access to class enhancements to support learning where appropriate.

Class Support

This is provision for all children in every class.

✓ Good quality inclusive first teaching such as:

- Explain things in simple words and in ways that help pupils remember. We use lots of visuals on whiteboards and in communication and Information technology equipment such as iPads and laptops.
- Give instructions so that pupils listen, understand and remember elaborate. We will ask questions that check out your child's understanding and provide additional support to should the need be identified
- Make sure that your child knows how much time they have to complete tasks
- Adapt the classroom-seating arrangements to maximise participation, as well as hearing, visual and sensory needs.
- Assess children's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning
- Adjust their teaching style to accommodate the needs of each learner, as is part of the aforementioned inclusive approach.
- Understand and talk with pupils who are shy, worried or angry; and include them in school life
- Use strategies and de-escalation techniques to support pupils with high levels of behaviour.
- Appropriate scaffold and access strategies to support all children in their learning. E.g. A child who has a vocabulary gap and is accessing a speech and language class enhancement would need Communicate In Print (Widgit) word mats in class.
- Access to strategies, resources and scaffolding as deemed appropriate

Provision of support for children on the SEN Pyramid of Support

Class teachers are responsible for ensuring all provision; targets and monitoring are put into place and kept up to date.

The SENDCo, the Headteacher and other members of SLT are responsible for monitoring this through performance management.

Individual teaching assistants are responsible for monitoring class enhancement or intervention groups under the direction of the SENDCo/ Pastoral Lead.

HLTAs (Higher Level Teaching Assistants) for our two on site provisions (Evolve and Thrive) are responsible for monitoring class enhancement or intervention groups under the direction of the SENDCo. Thrive provision focuses on Communication and Interaction and Cognition and Learning and Evolve focuses on Social, Emotional and Mental Health.

Individual diagnostic assessments are used by our Thrive HLTA to help identify any potential moderate or specific dyslexia learning difficulties and to support staff and parents by providing strategies to support the child. SDQ'S and BOXALL profiles are used by our Evolve HLTA to help identify specific areas of need to target. These assessments are shared with all stakeholders.

When a child is classed as SEN Support and has a SEN Support plan or a MyPlan/ Extended Support Plan and assessments show the child needs continued support, the school may apply for additional resources from the locality for equipment or training. Records are kept of all children receiving class enhancements or interventions to monitor their progress. SEN registers are kept for all children on SEN Monitoring, SEN Support, My Plan/ Extended Support Plan and those with an Education, Health and Care Plan. Parents will always be consulted from the Record of Concern stage and when a child moves from one stage of support to another. All teachers are able to access this information via Arbor.

8. EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND. Where possible, school will seek the support of services such as Speech and Language to support with this.

9. Early Years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

10. Involving pupils and parents in decision making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents **three** times each academic year. These review meetings will replace standard teacher–

parent evenings and allow for a more personalised, in-depth conversation focused on the child's learning, wellbeing, and provision.

As part of these reviews, any interventions the child is accessing (e.g., Thrive, ELSA, Literacy Support, etc.) will also be discussed and evaluated. Decisions around continuing, adapting, or ending an intervention will be made collaboratively with families.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

We are committed to strengthening our co-production with both parents and pupils. This means working collaboratively and transparently with families, not only during review meetings but throughout the year. We actively seek parent voice through templates, informal check-ins, and where possible, feedback opportunities.

We also prioritise pupil voice and aim to embed it through:

- Creating and reviewing One-Page Profiles with the child
- Including child-led input in SEN Support Plans or MyPlans
- Providing age-appropriate ways for children to share how they feel about their support and learning
- Encouraging them to reflect on their progress and express hopes or goals for the future

The school is exploring further ways to deepen co-production, such as SEND drop-ins, informal parent sessions, and greater pupil involvement in review processes.

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.

Concerns about provision for SEND pupils or about the identification of their needs should initially be shared with the SENDCo. The next stage is to talk to the Headteacher. If there is not a satisfactory outcome, then the concern should follow the school's complaints procedures (please see complaints section)

11. Referral for statutory assessments/Education Health and Care Plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment from the local authority if the school feels necessary. This **may** result in a pupil gaining an Education Health and Care Plan.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

Children with complex difficulties will have a MyPlan/ Extended Support Plan in place. The MyPlan/ Extended Support Plan is not a statutory document but can be used as a request for further assessment which may lead to a pupil receiving an Education, Health and Care Plan (EHCP) which is a statutory, legal document. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an EHC Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational professionals (Educational Psychologist, Speech Therapist etc.)
- Social Care (if involved)
- Health professionals (if involved)

Information will be gathered relating to the current provision provided, previous action points, and the preliminary outcomes set. A quality assurance check will take place between local SENDCos to ensure all relevant paperwork is in place. The plan will then be submitted to the Local Authority as a request to assess. The Local Authority will assess whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment.

Following Statutory Assessment, an EHC Plan may be agreed by Sheffield City 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.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school should be provided with written feedback collected during the EHC needs. It will use this information to contribute to the

graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

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.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

12. Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

13. Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

14. Evaluating the success of provision/removing from the SEN Register

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a half termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on a Support Plan or My Plan, which are monitored and evaluated termly. This helps to identify whether provision is effective. For many pupils with special educational needs on SEN Support this may only be for a short time. Where specific planned intervention has been successful and accelerated progress has been made so that the student is working within the national expectations academically and within their social and emotional development they may be removed from the register completely.

15. The Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes

eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school works in partnership with Sheffield's Local Offer to ensure families are fully informed of services and support available. Our SEN Information Report will be published on the school website, updated annually, and clearly signposted as part of the Local Offer (SEND Code of Practice 6.79). This ensures transparency and accountability. The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Under the new SEN legislation Local Authorities are required to publish detailed information of the support available in their area. This is known as the local offer and provision may vary according to local need.

For more information on the local area follow the link below:

<https://www.sheffielddirectory.org.uk/localoffer/>

16. Joint commissions, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

17. SEN Information Report

Schools are also required to produce and publish a SEN Information report which answers many questions parents may have about provision for SEN at Carfield.

18. Links with other agencies

Carfield Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. External agency involvement is sought if, following two cycles of the Assess, Plan, Do, Review process there is limited progress.

The SENDCo is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Family Intervention Service (FIS) formally known as MAST
- Social Services
- Speech and Language Services
- Autism Service
- Visual and Hearing Impairment Services
- Ryegate Children's Centre
- Health visitors
- Occupational Health and Physiotherapists
- Early Years Inclusion Service
- Outreach Team
- Pupil Inclusion
- Attendance and Inclusion

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Support from External Agencies:

- **Educational Psychology Service**
The Educational Psychologist discusses and prioritises the caseload with the SENDCo each term in a Planning Meeting. Referral to the Educational Psychology Service is required where the school needs additional advice to develop strategies to meet the needs of pupils, extra to the interventions already implemented, and support an EHC plan request. Such referrals are always made in consultation with parents.
- **0-5 SEND Support Service**
For children in FS1 or FS2, if school input and support has been implemented and further advice or support is required, a referral may be made to the 0-5 SEND Support Service. A referral to the service is completed in consultation with parents. The assessment provides an overview of a child's strengths and needs and gives suggestions for outcomes and support. The school can then request further monitoring assessments.
- **Autism team**
A diagnosis of Autism can only be made by a medical professional. Where further support is required at school to meet the needs of a child with an ASD diagnosis, the SENDCo will make a referral to the Autism Team. This team offers specialist advice and monitoring and will

attend review meetings to discuss appropriate strategies with teachers, parents and support staff.

- **Speech and Language Therapy**

The school has a speech and language therapist and an assistant therapist who provides assessment and, in some cases, brief blocks of therapy for children referred to the service. Referrals come from the school in consultation with parents. The prioritising of speech therapy sessions is reviewed on a termly basis by the SENDCo and Speech Therapist.

- **Enhanced Speech and language Therapy Service/Speech and Language Impairment Team**

Where a child has been assessed as having a specific language impairment, the enhanced speech and language therapy service will offer additional sessions, involving a teaching assistant from within school to follow up work between sessions. Referrals to this enhanced service are made by the school or early year's speech therapists.

- **Visual impaired service/Hearing impaired service**

Where pupils have visual or hearing impairments and require the use of specialist equipment, a specialist teacher will carry out school based visits and attend review 9 meetings to advise on the necessary support. Children who do not require specialist equipment or significant adaptations, will still be monitored by service who will update school staff on the necessary support.

- **Child and adolescent mental health services (CAMHS)**

When a child is experiencing emotional and/or behavioural difficulties that are causing concern, parents are encouraged to seek advice from their own GPs, who may make a referral to the CAMHS team.

- **Social Care/Family Intervention Service (FIS)**

As part of our commitment to the safeguarding of children, the school will refer children to Social care professionals if we feel a child is at risk. Our child protection policy outlines the responsibilities and procedures to safeguard children. The SENDCo is also the Designated Safeguarding Lead (DSL) and will discuss any child who is felt to be at risk with the deputy who will complete a Family Common Assessment Form (FCAF) if they feel it necessary. If a child is at risk of significant harm, the DSL will contact the Safeguarding Hub. When a family has a social worker or Family Intervention Service Worker (FIS) worker, we liaise with this service to support parents/carers involvement in planning and providing for children with special educational needs.

Useful links to other agencies:

CAMHS (The Child and Adolescent Mental Health Service)	https://www.sheffieldchildrens.nhs.uk/services/camhs/
Information, Advice and	https://sheffieldsendias.org.uk/

Support, SENDIAS	
Fusion S2S Team Bought in service	http://www.fusionsa.co.uk/school-to-school-support/school-to-schoolteam/
Speech and language therapy (bought in)	https://letsverbalise.com/
Family Intervention Service	https://www.sheffield.gov.uk/social-care/community-support-advice

19. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

20. Accessibility

The SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of both schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and

- Improving the availability of accessible information to disabled pupils and their families

Please see our accessibility policy on the school website for further information.

Carfield Primary School follows national guidance about supporting children to access national tests and other assessments. This is overseen by the Senior Leadership Team within school. Carfield Primary School have excellent access for those with disabilities. Please see the local offer for more information:

<https://www.sheffielddirectory.org.uk/localoffer/>

We also recognise that some parents may have additional needs (for example, language barriers, SEND, or difficulties attending meetings). To ensure equitable access, we provide tailored support such as interpreters, accessible formats for written information, or alternative meeting arrangements where required.

21. Exam access arrangements

Any concerns about pupil's access is discussed with families. Bespoke arrangements are made depending on the individual child's need.

22. Specialist SEN provision (and medical conditions)

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary. We recognise that pupils with medical conditions should be supported so they have full access to education, including visits and physical education. Some children with medical conditions may be disabled and in these instances the school will comply with its duties under the Equality Act 2010. We are committed to implementing the Equality Act (2010). Reasonable adjustments are planned, recorded, and monitored at class and school level. The SENCO reviews adjustments termly to ensure they remain effective and proportionate. Children with medical conditions will be supported in line with the guidance published by the DfE 2014. Please refer to the managing medical conditions on the school website.

23. Training and resources

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO, in collaboration with the Senior Leadership Team, will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND. This includes:

- Mandatory SEND induction for new staff to ensure a consistent baseline of understanding and practice across the school.
- Annual refreshers on Quality First Teaching (QFT) to reinforce inclusive classroom strategies.
- Bespoke CPD based on audits, observations, and staff voice, ensuring training is tailored to current and emerging needs.
- Access to external specialists (e.g. Fusion, Speech and Language Therapy) where appropriate, to provide targeted support and training.

Where particular needs are identified through observations, book scrutinies or staff self-assessments, additional training will be arranged. This may take the form of whole school training, small group sessions or individual coaching delivered by the SENDCo or external providers. We also routinely ask staff to fill in questionnaires about their training needs relating to SEN each year and plan our training programmes around some of the needs identified. Staff receive training in a wide range of SEND areas. The impact of training is evaluated through lesson observations, pupil outcomes, staff confidence surveys, and feedback from families. This ensures that CPD leads to measurable improvements in practice.

The SENDCo regularly attends local authority SEN network meetings and also attends locality SEN meetings to keep up to date with local and national updates with SEND. Additionally, Bethan Arthur (SENDCo) is also the Locality SENDCo for the area.

24. Funding

Support for pupils with SEND is provided through the school's notional SEN budget. This does not allocate a set amount to support individuals but is allocated across the school and support is deployed as needed. The locality moderates children with more complex needs across the schools and can allocate additional funds to support them from a central budget. Training and additional resources are agreed by the locality to support schools further.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

25. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

26. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.

- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

27. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated **annually** and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

28. Complaints

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However, if a parent has a concern, then first point of contact for any concerns should be your child's class teacher. If you still remain concerned, then please speak to one of the Senior Leadership Team:

- Hannan Mohammed (Headteacher)
- Bethan Arthur (Deputy Headteacher, SENDCo and DSL)
- Barry Wood (Assistant Headteacher)
- Chloe Saunders (Assistant Headteacher)
- Fran Gregory-Smith (Assistant Headteacher)

If the issue cannot be resolved and the parent or carer wishes to make a formal complaint, the Headteacher, Hannan Mohammed will be able to advise on procedures for complaint

Please refer to the school's communication policy and school's complaint policy for further information both of which are published on the school website.

29. Transitions

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

The SENDCo is responsible for overseeing the transition of pupils with SEND who may be joining or leaving the school or transitioning between phases within school. The SENDCo will ensure plan, do,

review meetings are organised within good time and include school staff and parents alongside any professionals who may be involved in the child's development.

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

30. Monitoring and Review

The success of our SEND provision will be measured by:

- Improved outcomes for pupils with SEND
- Increased participation in wider school life and enrichment
- Positive feedback from pupils and families
- Evidence from staff development reviews and CPD impact evaluations
- External evaluations, including Ofsted inspections

The policy is reviewed on an annual basis (or sooner in the event of revised legislation or guidance) by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is November 2025

This SEND Policy is designed to be clear, comprehensive, and legally compliant, while reflecting our strong commitment to inclusion, equity, and the voices of pupils and parents. We will continue to review and update our provision in line with evolving statutory guidance, best practice, and the priorities identified within our School Improvement Plan.

Glossary

Term	Meaning
SEND	Special Educational Needs and Disabilities – a term for children who need extra support due to learning, emotional, physical, or communication difficulties.
SENDCo	Special Educational Needs and Disabilities Coordinator – the teacher responsible for leading and overseeing SEND provision in school.
Assistant SENDCo	A support role that assists the SENDCos in managing SEND processes and supporting children and staff.
EHCP	Education, Health and Care Plan – a legal document for children with complex needs that outlines the support they must receive across education, health, and social care.
SEN Support	A level of support for pupils who need additional help but do not have an EHCP.
Graduated Response	A four-step cycle (Assess, Plan, Do, Review) used to help identify and support children with SEND.
QFT (Quality First Teaching)	Inclusive, high-quality classroom teaching that supports all learners, including those with SEND.
MyPlan / Extended Support Plan	A detailed plan used for children with more complex needs, setting out their support and long-term goals.
Sheffield Support Grid (SSG)	A local Sheffield tool used to assess and match children's needs to appropriate levels of support.
APDR	Short for Assess, Plan, Do, Review – the ongoing cycle used to provide and evaluate SEND support.
Record of Concern	An internal document filled in by staff when they are worried a pupil may have additional needs. It prompts early monitoring and communication with parents.
One-Page Profile	A simple document created with the child that outlines their strengths, interests, and what support helps them best.
Thrive	A provision in school supporting pupils mainly with cognition and communication needs.
Evolve	A school provision focusing on emotional and mental health needs.
SALT	Speech and Language Therapy – support from trained professionals who help children with communication or language difficulties.
ELSA	Emotional Literacy Support Assistant – a trained staff member who provides emotional support and mentoring.
CAMHS	Child and Adolescent Mental Health Services – NHS services supporting young people with emotional or mental health difficulties.
MAST	Multi-Agency Support Team – a Sheffield service offering family, parenting, and school attendance support.
SEN Monitoring	A stage of observation for children where staff are watching closely to decide if SEND support is needed.

Pupil Premium (PP)	Government funding for schools to help support children from disadvantaged backgrounds.
LAC / CLA	Looked-After Child / Child Looked After – a child who is in the care of the local authority.
EP	Educational Psychologist – a trained professional who assesses children’s learning and emotional needs and advises on support.