



SEND Policy

SEND POLICY

Policy Owner
Headteacher

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SEND Policy

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This policy should be read in conjunction with:

- Admissions Policy
- Anti-Bullying Policy
- Child protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- On-Line (E-safety) Policy
- Equality and Diversity Policy
- Exclusions Policy
- First Aid Policy
- Health & Safety Policy
- SMSC Policy
- Whistleblowing Policy



SEND Policy

1. Aims

Car Dyke school's SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a

protected characteristic (which includes having a disability) and those who don't share it

- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.



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The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

	• Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and Responsibilities

Headteacher/Deputy Headteacher/SLT

- Oversee and maintain this policy in cooperation with the Head of Education and the Senior Management Team to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff and other agencies to ensure that pupils receive appropriate support and high-quality teaching and learning



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- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and proprietor to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure that parents are fully involved in supporting their child's needs by maintaining good communication channels and play an active role in the review process
- Contribute to the professional development of all education staff as necessary
- All staff will take responsibility for meeting the needs of pupils at Car Dyke School
- Liaise with multi-agency teams to ensure that pupils get the additional support they need
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the Head of Education, SMT and directors to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure that the curriculum for those identified with SEND is adapted to accommodate pupils' individual needs as identified in EHCPs
- Establish clear links other school policies, such as the exclusions policy and safeguarding policy cross-refer to the SEND policy where appropriate
- Have overall responsibility for Safeguarding at Car Dyke School
- Liaise with external agencies for example in Team Around the Family meetings or Early Help plans
- Liaise with the care staff of residential homes, the social workers, and other agencies for children in care
- Be first point of call for families that need help
- Take full account of any areas of vulnerability identified within EHCPs

Teachers and Learning Support Assistants

Each member of staff is responsible for:

- The progress and development of every pupil in their class
- Creating and maintaining individual pupil learning profiles, Individual education plans and risk assessments
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensure that the curriculum for pupils with SEND is ambitious, engaging and adequately prepares pupils for the next stages of their lives
- In collaboration with the Headteacher review each pupil's progress and development and decide on any changes to provision
- Contribute to annual review reports
- Ensuring they implement this SEN policy.

Director of Education/Proprietor

The Director of Education/Proprietor is responsible for making sure the following duties are carried out, though the duties can be delegated to the Headteacher/SLT:



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- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all they can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO (Headteacher) for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress.

The school will take into account the views of the parents or carers in any decisions made about the pupil.

Pupils

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEND Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Assessing and Reviewing Pupils' Progress Towards Outcomes

We will assess each pupil's current skills and levels of attainment on entry. This will build on records from previous settings, observation and assessment by class teachers and baseline testing.

We measure and review achievement and additional support needs through:

- Ongoing teaching staff observation
- Formative and summative assessment



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- Creating and evaluating intervention targets in individual Learning Plans based on identified outcomes in the pupil's EHCP
- Mid-term reports
- The views and experience of parents
- Scrutiny of pupils' work across all subjects showing the gains they are making in learning more and remembering more as part of sequencing in their learning
- The pupil's own views
- Advice from external support services, where relevant.
- Reviewing the impact of interventions through before/after or assess-plan-do-review reports
- Consulting parents through discussions and use of parent and pupil questionnaires
- Using feedback questionnaires from external agencies such as social workers, virtual schools, and local authority officers
- Monitoring of SEN provision by core SLT team, through termly learning walks, specific child focused learning walks by the Teacher in Charge prior to annual reviews, termly observation cycles, book looks and data checks
- Holding annual reviews for pupils EHC plans.

The assessment strategy will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The Headteacher will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting Pupils moving between Phases

We will share information with the school, or other setting the pupil is moving to. We will agree with parent/carers and pupils' which information will be shared as part of this.

Our Approach to SEND Teaching

At Car Dyke School we endeavour to encourage a love for learning for all pupils through:

- The delivery of an ambitious curriculum through high quality teaching and learning support where reasonable adjustments will be made
- Small groups and individual support where needed
- Differentiated teaching, for example, giving longer processing times, pre-teaching of key vocabulary, etc. including access arrangements and reasonable adjustments such as access to reader/scribe, laptops, coloured overlays, larger font etc.
- A broad and balanced curriculum.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their goals each term through creating individual learning plans

Working with other Agencies

We actively cooperate and interact with external agencies and other providers.

Complaints about SEND Provision

We believe that good and continuous communication between home and school is key for the success and wellbeing of the child and parents should always, where possible, contact the child's teacher/tutor as first point of call.

Parents should contact the Headteacher about any concerns regarding teaching and learning in general and any concerns about SEND provision not being met.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Please refer to the school's Complaints Policy.



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Raising Concerns about Safeguarding

Please raise any Safeguarding concerns with the Headteacher/DSL or the Director of Education.

8. Monitoring Arrangements

This policy will be reviewed by the Headteacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Headteacher who will also evaluate its impact as part of the school's self-evaluation process.