CARBEILE JUNIOR SCHOOL

Special Educational Needs and Disability Policy

Updated September 2026

Designated Person responsible for managing the provision for children with SEND:

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SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015 Updated Aug 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Daniel Tamblyn in liaison with our Federation Headteacher, Head of School and Governors, with due regard to the input of parents and pupils with SEND.

Carbeile Junior School is a two/three-form Local Authority primary school in Torpoint with approximately 250 pupils from years 3 - 6. The percentage of pupils with SEND can vary throughout the year, although it tends to be around 19% of the school population which is slightly higher than the national average of 17.3% and higher than the average for Cornwall at 13.5%. Special Educational Needs and Inclusion is always a priority at Carbeile Junior School. We pride ourselves on being a wholly inclusive environment with all staff and the Governing Body being highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. This includes using the expertise in our school and from outside agencies.

In compliance with the SEND Code of Practice 2015 and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different, they are placed on the RON under one single category, namely SEND Support. Their provision will be identified and progress monitored via an individual Provision Plan. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND.

SECTION 2 – LONG TERM AIMS

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they can achieve and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)
To this end, we aim to:

a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
c) Ensure that teaching and learning is multi-sensory.
d) Make sure that additional support is well targeted and effective.

e) Use the most appropriate resources to support learning, taking into account individual learning styles.
f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity.

Objectives

Through the application of this policy, we wish to:

a) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
b) Work closely with the Local Authority in developing their Local Offer and complying with locally agreed policies and procedures.
c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
d) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
e) Ensure that there is no discrimination or prejudice.
f) Ensure all pupils have access to an appropriately differentiated curriculum.
g) Recognise, value and celebrate pupils' achievements at all levels.
h) Work in partnership with parents/carers in supporting their child's education.
i) Guide and support all school staff, governors and parents on SEND issues.
j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
k) Provide appropriate resources and ensure their maximum and proper use.
l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that their wishes are taken into account as part of the process and of the shared responsibility in meeting their educational needs.
m) To provide an appropriately qualified Special Educational Needs and Disability Co-ordinator (SENDCo) who will oversee and work with the SEND Inclusion Policy.
n) To provide support and advice for all staff working with pupils who have SEND.
o) Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
p) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of Special Educational Needs taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

In addition, we identify Special Educational Needs within the context of the curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

a) sets suitable learning challenges
b) responds to pupils' diverse learning needs
c) aims to help pupils overcome potential barriers to learning

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Carbeile Junior School, we recognise 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, our school has a clear approach to identifying and responding to SEND as outlined in our SEND Information Report.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD) including dyslexia, dyscalculia etc.
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and/or Mental Health Needs

- Attention Deficit Hyperactivity Disorder (ADHD)
- Social Disorders
- Depression
- Eating Disorders
- Anxiety Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)

Sensory and/or Physical Needs

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

Whilst the purpose of identification is to work out what action our school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just their Special Educational Needs.

The school will always take into account needs that are not SEND but that may impact on progress and attainment, for example:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being the child of a service man/woman

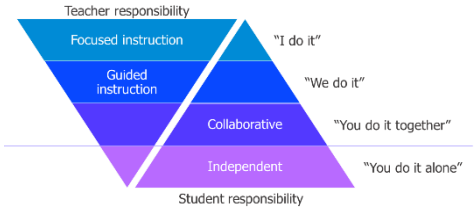
The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which our school has recognised and identified clearly.

SECTION 4 – A GRADUATED APPROACH TO SUPPORT SEND

At Carbeile Junior School, all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality and adapted teaching for individual pupils is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Our approach to support high quality first teaching is underpinned by the Education Endowment Foundation's (EEF) '*5-a-day'* principles:

1. **Explicit instruction**
2. **Cognitive and metacognitive strategies**
3. **Scaffolding**
4. **Flexible grouping**
5. **Effective use of technology**



We carefully plan lessons to reduce cognitive overload by chunking information, using concise instructions, modelling worked examples, and providing structured scaffolds and visual supports. Classroom environments are purposefully designed to minimise unnecessary distractions, promote accessibility, and create predictable, clear spaces that support focus and independence. These universal strategies benefit all learners and ensure that pupils with SEND are fully included, able to engage meaningfully with learning, and supported to develop their confidence, self-regulation, and long-term memory of key concepts.

Further details of the provision on offer at Carbeile Junior School can be found in the School Offer in the SEND section of the school's website and on the Local Authority website.

Levels of Need

Our school's Graduated Response consists of three levels as follows:

Level 1: Monitoring through Universal Support

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch up. A pupil in this category may have one of more of the following indicators:

- At risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning which may include:
  - Their behaviour
  - Their attendance
  - Concerns over their mental health
  - The family is currently experiencing challenges
  - They have English as an Additional Language (EAL)

All class teachers are required to keep a list of pupils who they are monitoring at this level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENDCo and parents which will include problem-solving, planning support and strategies for the individual pupils. The SEND team will be consulted for support and advice and may wish to observe the pupil in class.

Pupils at this level of need do not form part of our school's Record of Need (RON) and, in line with the Code of Practice, we ensure that everything is done at an early a stage as possible to avoid the need for SEND Support. However, if after a period of time, an individual does not make appropriate progress, it is at this point that consideration will be given as to whether they move to level 2: SEND support. This will be identified through informal 'Assess- Plan-Do-Review Cycles' by the class teacher and/or the SENDCo.

Assess:

- Teacher uses universal assessment data and experience of child to identify if the pupil is not making expected progress
- Views and experiences of parents and the child are captured

Plan:

- Teacher uses inclusive high quality teaching strategies to plan appropriate in-class support and intervention.

Do:

- Teacher implements planned support and interventions throughout the term.

Review:

- Teacher gathers new data to evaluate whether progress has been made. This data is shared with the family through regular reports and parents' evenings.
- If progress has not been made, teacher and SENDCo contact family to discuss possible move to level 2: SEND support.

Level 2: SEND Support

Pupils are placed on the Record of Need at this level after assessment and consultation between the SENDCo and class teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different**.
At this point, parents/carers will be informed of the decision and we will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of termly 'Assess- Plan-Do-Review Cycles.'

Assess:

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan:

- A plan will be drawn up by SENDCo & class teacher in consultation with parents. It will include:
  - The outcomes agreed for the next half term
  - The support and interventions to be put in place
  - The expected impact on progress, development or behaviour

- A clear date for review
- The plan will be recorded on the pupil's Provision Plan
- A copy will be given to parents/carers

Do:

- The class teacher remains responsible for working with the child on a daily basis and works closely with teaching assistants or specialist staff to plan and assess the impact of the interventions.
- The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review:

- Parents will be invited to attend review meetings with the SENDCo and class teacher in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up and added to the ongoing Provision Plan.
- Parents will be given copies of all notes recorded at the review.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEND Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Level 3: Education, Health and Care Plan (EHCP)

Pupils who need more specialist provision and whose needs cannot be wholly met at SEND Support level will be the subject of Statutory Assessment. This is usually requested by the school SENDCo, who obtains the views and information about the child from all other professionals involved in their education, health and/or care, but can also be requested by a parent/carer. The views of the child, parents/carers and school will be considered so that a recommendation for an EHCP can be made to the Local Authority. Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Statutory Assessment Team as to whether the child is eligible for an EHC Plan. If unsuccessful, parents have the right to appeal against a decision.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent/carer, child and all professionals involved invited to attend. In addition, pupils with an EHCP will also have termly Assess-Plan-Do-Review cycles in the form of our school Provision Plans.

Further information about EHC Plans can found via the SEND Local Offer.

The SENDCo is responsible for:

a) Assessing specific needs of students with SEND, including application for statutory assessment.
b) Coordinating the screening of pupils for dyslexia in collaboration with our dyslexia lead.
c) Line managing the SEND team, including the pastoral team
d) Liaising with other schools to aid transition
e) Ensuring all relevant information is forwarded on to new schools.

f) Day-to-day operation of the school's SEND Policy
g) Liaising and advising class teachers and support staff.
h) Maintaining the SEND Record of Need and the records of all pupils with SEND.
i) Liaising with parents/carers of pupils with SEND.
j) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc.
k) Planning, attending/holding review meetings for pupils with SEND including those with an EHCP.
l) Organising and applying for access arrangements e.g. additional time for KS2 SATs.

SECTION 5 - CRITERIA FOR EXITING THE SEND RECORD OF NEED

The SENDCo has responsibility for the removal of a pupil from support on the Record of Need at Carbeile Junior School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

- The SEND Local Offer is a resource which is designed to support children and young people with Special Educational Needs and/or Disabilities and their families. It describes the services and provision that are available both to those families in Cornwall that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of Special Educational Need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Families of pupils with SEND are guided towards the County Council Local Authority's Support Service with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.
- Carbeile Junior School has provided a link on the above website to our school's website on which there is information on our provision for families who have a child with SEND in line with current requirements (The School Offer/SEND Information Report). The website also includes the SEND Policy and Annual SEND Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- Admission arrangements can be found on the school website.
- We ensure that Year 6 pupils with specific SEND and who are taking KS2 SATs have appropriate additional arrangements to support their access. The SENDCo, in collaboration with teachers and parents, ensures these arrangements are organised in a timely manner.
- Transition meetings between class teachers and/or the secondary school SENDCo to discuss the needs of individual pupils with SEND take place in the summer term and will include the passing on of all records including all Provision Plans.

SECTION 7 – SUPPORTING PUPILS WITH MEDICAL CONDITIONS

- Our policy on managing the medical conditions of pupils can be found on our school website.
- The school recognises that pupils at school with medical conditions should be appropriately supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments

of pupils with medical conditions. For more detailed information, please see our policy 'Support Children with Medical Needs' which can be found on our school website.
- The school follows guidance published by the DfE which can be found at www.sendgateway.org.uk

SECTION 8 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the Governors, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The SENDCo undertakes a regular Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- The Federation Headteacher and Head of School oversee the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCo regularly attends continuing professional development training courses and meetings in order to keep up to date with local and national developments in SEND.
- The SENDCo and our school SEND team attend and host termly SEND cafes for parents and carers. We also invite guest speakers from various SEND teams in Cornwall to provide families with support and updates.
- Support staff are encouraged to take an active part in all school events/training including leading after-school clubs where appropriate.

SECTION 10 – ROLES AND RESPONSIBILITIES

Role of the SEND Governor/Governing Body

The school's named SEND Governor is Mrs Sheena Morton. She can be contacted by email on smorton@carbeile.cornwall.sch.uk. The Governing body has regard to the SEND code of Practice (2015) when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEND in cooperation with the Federation Headteacher, Head of School and SENDCo.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.

- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Role of the Teaching Assistants

Teaching Assistants and Higher-Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and class teachers. The learning of all pupils, including those with SEND, remains the responsibility of the class teacher at all times.

Teaching Assistants are line managed by Caroline Sales.

SECTION 11 – STORING AND MANAGING INFORMATION

- The school complies with General Data Protection Regulations (GDPR) – March 2018. The SENDCo holds all SEND Files centrally in compliance with GDPR Regulations.
- The schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard to information about pupils and families.
- The SENDCo understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law.
- Explicit consent is always sought from parents/carers for the following:
    - Involvement of outside professionals to observe/assess or work with their child e.g. Educational Psychologist; Speech & Language Therapist; SEND Specialists.
    - Inclusion in the school's Pastoral programme e.g. 1:1 Counselling or mentoring;; Small group therapy
- The SENDCo ensures that all sensitive personal information, about individual pupils and/or their families, is stored securely and is not freely accessible.
- The SENDCo ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure emails.
- When a pupil with SEND moves to another school, their SEND files are, wherever possible, sent electronically or delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.
- The SENDCo ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices; staffroom and classrooms, unless it is required for Safeguarding e.g. medical needs such as allergies, in which case, explicit consent is gained.

Accessible to all:

- The Carbeile Junior School's SEND Policy;
- Practical advice and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision.
- Important and necessary information regarding pupils where consent is gained as appropriate.

Accessible only to appropriate staff::

- Safeguarding information relating to individuals on CPOMs
- Pupils' individual Provision Plans
- Pyramids of Need

SECTION 12 – ACCESSIBILITY

Please refer to the Accessibility Plan. This can be seen on the school website.

SECTION 13 – DEALING WITH COMPLAINTS

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Federation Headteacher or Head of School, who will be able to advise on formal procedures for complaint.

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents as required. A full copy of the complaints procedure can be obtained from the school office upon request.

SECTION 14 – BULLYING

Please refer to the school's Behaviour Policy which is available on the school website.

SECTION 15 – SAFEGUARDING

KCSIE 2020 is clear that a Child Protection Policy for children with SEND and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities. Some children and young people may be particularly vulnerable to abuse and harm, and the Designated Safeguarding Lead, Deputies and Governors should be aware of the range of guidance and training available.

At Carbeile Junior School, we identify pupils who might need more support to be kept safe or to keep themselves safe. We understand that children with SEND can be especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionally impacted by things like bullying without outwardly showing any sign.
- They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

SECTION 16 – POLICY REVIEW AND IMPORTANT CONTACTS

Policy Agreed: September 2025

Next Review: September 2026

SENDCo: Daniel Tamblyn **Signed:**  **Date:** 05.09.26	**Head of School:** Caroline Sales **Signed:**  **Date:** 05.09.26	**SEND Governor:** Sheena Morton **Signed:**  **Date:** 05.09.26

Federation Head Teacher & Designated Safeguarding Lead
Pete Hamlyn (fedhead@carbeile.cornwall.sch.uk)

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