Special Educational Needs and Disabilities (SEND)

SEND Information Report

Responsible Governing Board	Local Governing Body
Person Responsible:	SENDCo S.Scurfield
Start date:	Sep 2026
Review date:	Sep 2027

Welcome to Carr Lodge Academy!

Grady Drive, Balby, Doncaster

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> "Everyone is welcome at this school and made to feel part of a family."
> Ofsted

Welcome

Carr Lodge is a primary school for 3 to 11 year olds in the village of Balby near Doncaster. We have 444 children in 14 classes and a 52 place nursery.



In this guide, we hope that you'll discover everything that you need to know about our inclusive school. But, if you do have questions, please get in touch.

1. What is SEND?

A child has SEND is they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key SEND terms are:

- **Learning Difficulty**: when a child finds it harder to learn than most children do.
- **Disability** (that we need to make special provision for): something that hinders a child from using our school facilities.
- **Special provision**: is support that is extra or different to what is typically provided.

What is our shared vision?

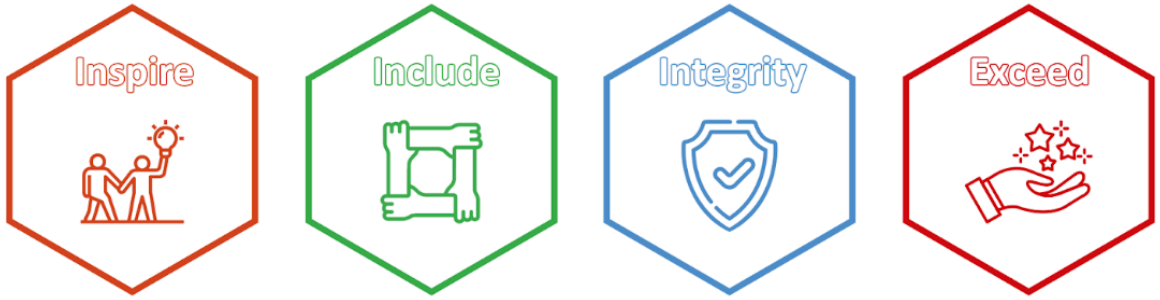
Our shared vision is:

'To equip young people with the knowledge, skills and mindset to thrive and then take on the world!'

For SEND, we strive to ensure that every learner:



What are our shared values and aims for children with SEND?



Our SEND values link directly to each aspect of our Trust values. However this is mostly relevant for 'Include'. We are concerned about achieving equitable, diverse and quality education for all pupils.

Our shared SEND aims are:

- We celebrate each pupil's strengths, interests and individuality.
- We have high expectations and aspirations for all children.
- The views, wishes and feelings of our children are central to all we do.
- We work positively and proactively with parents and others involved.
- All children are entitled to a broad and balanced education and to feel secure, safe and valued.
- All children are encouraged to participate in the life of our school.
- All our teachers are teachers of children with SEND.

2. What are the types of SEND?



The four categories of SEND

Schools follow the government guidelines in the SEND Code of Practice, where SEND is broken up into four categories:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).

3. Social, Emotional Mental Health (SEMH), including

- ADHD;
- Anxiety;
- Dysregulated behaviour.

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

Some children have more than one type of SEND.

We welcome children with all of the above types of SEND who have applied for a place via our normal admission process. If a child has complex needs, we normally consider admission on a case by case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENCo.



3. Identification of SEND



How do we decide if a child has SEND?

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their class mates;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite any extra help we have been giving).

Sometimes, we ask outside experts to assess children and give us advice.

Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND we also consider, for example:

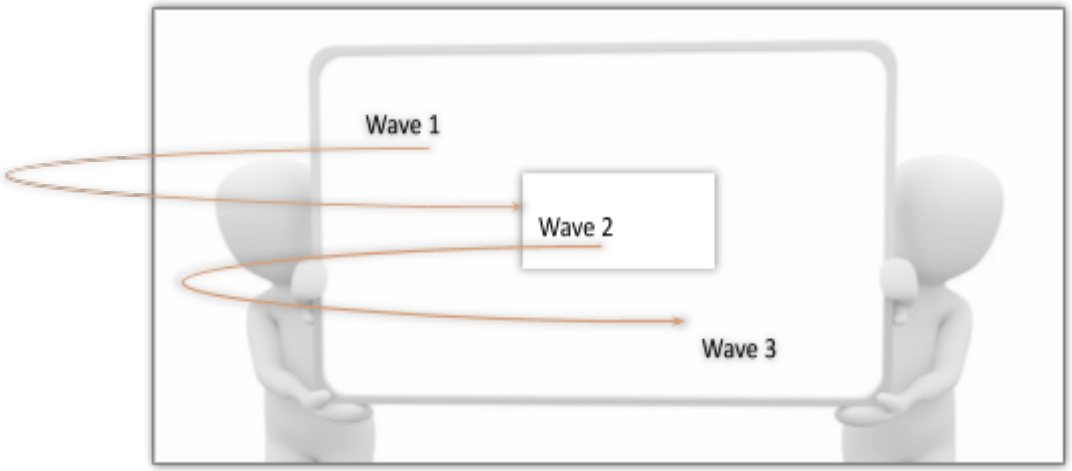
- Attendance
- Issues in that child's life (e.g. bereavement)
- Issues in school (e.g. friendships)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn’t have SEND just because they were born in summer term (and so have had less time in school than their September born class mates).

4. How we meet children's needs?



Overview

Child's SEND are varied. Not all SEND children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's level of need. This matching is called our **graduated response**.

The levels of support are often called ***waves*** of support.

Schools have three waves of support:

- **Wave 1:** Support and opportunities that every child gets.
- **Wave 2:** Support and opportunities for children who need a little extra help.
- **Wave 3:** SEND support for children to meet their very individual needs.

5. How do we adapt the curriculum and learning environment

Class teachers remain responsible for the learning and progress of every child in their class. Teachers use assessment, knowledge of the child, advice from parents and professionals, and information contained within SEND plans to identify barriers to learning.

Support is organised through a graduated approach comprising Wave 1 (Universal), Wave 2 (Targeted) and Wave 3 (Specialist). Further examples of each level are provided below.

A child may receive support at more than one wave at the same time. Placement within a wave is based on the child's identified needs and the provision required, rather than on a diagnosis alone.

Adaptations are matched to the child's individual needs and may include changes to:

- teaching methods, explanations and questioning;
- the pace or amount of learning;
- resources, scaffolds and visual supports;
- how a child records or demonstrates their learning;

- seating, lighting, noise levels or classroom routines;
- communication approaches;
- sensory and movement opportunities;
- access to equipment or assistive technology.

Children with SEND continue to access a broad, balanced and ambitious curriculum. Adaptations and additional support are reviewed regularly to ensure they are helping the child to participate, learn, make progress and become increasingly independent.

Teachers and support staff all work at all levels of support.

Wave 1 This is quality teaching lead by the class teacher. It includes:
• Teachers who are ambitious for all their children. • Well planned lessons that are differentiated (i.e. adjusted) to engage all children. • Resources that help all children succeed (e.g. writing frames, number lines). • Opportunities for children to practice and use their learning in different situations. • Teachers assessing children to help them know when to move on and what to teach next. • Behaviour and reward systems that motivate children.

Wave 2 This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or elsewhere in school. For example:
• Booster classes for English or maths. • Extra teaching assistant support in lessons. • Extra phonics sessions in a small group. • Social skills groups. • Anger management groups. • Thrive support.

Wave 3 This means personalised SEND interventions. For example:

- Phonics support.
- Work to help fine motor skills (e.g. doing buttons, hand strength exercises).
- 1:1 speech therapy work.
- Social Stories.
- An individual positive behaviour programme.
- Physiotherapy work.
- Tweaks to the child's environment (e.g. a visual timetable, a calming area).
- Person-centered plans (e.g. SEN Support Plan)

The SENCo keeps a grid of our Wave 2 and Wave 3 SEND programmes. We call this our *Provision Map.*

5. Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review.*



Assess: We decide what the child's needs are.
Plan: We set targets and decide how we will support the child.
Do: Everyone follows the plans we've agreed.
Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes **one school term** and there are **three** cycles per year.

Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).

Children's progress is assessed through teacher assessment, observations, work in books, intervention records, formal assessments where appropriate, and the views of the child and their parents. Progress is reviewed against the outcomes and SMART targets recorded in the child's Individual Support Plan or Education, Health and Care Plan.

At each review, we consider:

- what progress the child has made;
- whether the agreed support and adaptations have been delivered;
- whether the support has improved learning, participation, independence or wellbeing;
- the views of the child, parents and staff;
- whether provision should continue, change, increase or stop.

Parents are invited to take part in termly SEND reviews. Children are involved in a way that reflects their age, communication needs and level of understanding.

> The overarching thing is that the staff here care…
> SEND Governor

6. Targets for Children with SEND

SMART Targets

We set targets for children with SEND so that staff, parents and children know what we are all working towards. These targets are part of a child's Individual Education Plan (IEP) or SEND Support Plan.

We sometimes call these **SMART** targets. SMART targets are:



1. **S**pecific: We say exactly what the next small step is for the student.
2. **M**easurable: We say how we know if the student has met their target.
3. **A**chievable: We have big ambitions, but each target must be achievable.
4. **R**elevant: We link it to the student's needs or what they need to overcome.
5. **T**ime bound: Targets are until the next stated review (normally 1 term).

How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (read, write, take turns etc).

Vague Words (We avoid these)	Specific Action Words (We use these)	Examples
Improve	Add	Jo will add numbers up to 6 using apparatus (e.g. cubes).
Continue	Read	Jo will read all Phase 4 tricky words.

Develop	Say	Jo will say sentences that include where or when something happened (e.g. “In the water, the shark hunted her lunch”; “The woodcutter ate his lunch when the sun was high”).
Behave	Use	Jo will use calming strategies (e.g. blutack, weighted dog, time out) when he is anxious in class.

7. The Role of Parents



Teamwork with Parents and Families*

Parents are a vital to the success of children with SEND:

- Parental knowledge helps us to get a shared view of a child's SEND.
- Parents tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child’s progress as a team.
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child’s SEND (e.g. clinic reports).



When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent’s views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is very important to us.

***** We use the word “parents” to mean anyone who has parental responsibility.

Co-Production

The word *co-production* means parents being a key part of planning SEND support and what’s provided for SEND.



Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.

Just as importantly, parents help us to improve our SEND support through our yearly parent survey, giving views on our latest SEND documents (parents of SEND children helped us to produce this document) and giving ideas for our next parent workshops.



8. Support for Parents

Pastoral Manager



Mrs Stephenson is our parent and family support worker. If you have concerns about a child's wellbeing, please contact her via our main office or the main school number.

She is a friendly face and a listening ear for parents. She can also put you in touch with lots of services that help families.

SENDIAS

SENDIAS is a service that provides independent advice and support for parents.

The service is free. They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Help to prepare for meetings
- Help to solve disagreements

When children get older (over 16), SENDIASS can also help them with all these issues.

How can parents access SENDIAS?

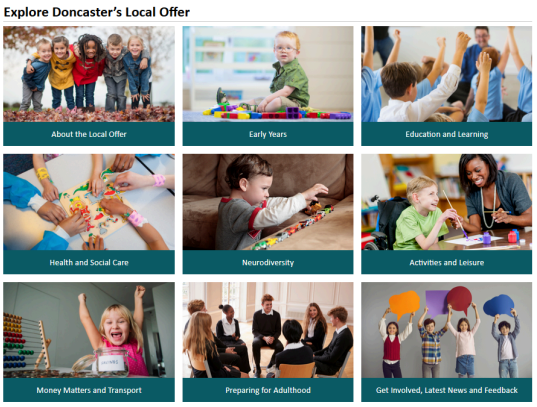
Parents don't need anyone to refer them to SENDIAS – they can simply get in touch:

- Tel: 01302 736 920
- Email: sendias@doncaster.gov.uk
- Web: www.doncaster.gov.uk/services/schools/sendias
- Facebook: www.facebook.com/DoncasterSENDIAS

The Local Offer

The Local Offer is a website that is written for parents and families. It is a guide to all schools and services in our local area. It is not possible to outline all the information here, but it includes:

- Schools
- Leisure activities
- Holiday activities
- Support services
- Health services (e.g. contact details for the speech and language therapists)



Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze

9. The Role of Children

The role of children is to **do their best, aspire high** so that they **fly to success.**

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.
- An annual survey of SEND children.

How we collect child views depends on the child's age and maturity.



Can a child with SEND join in trips, residentials and out of school clubs?

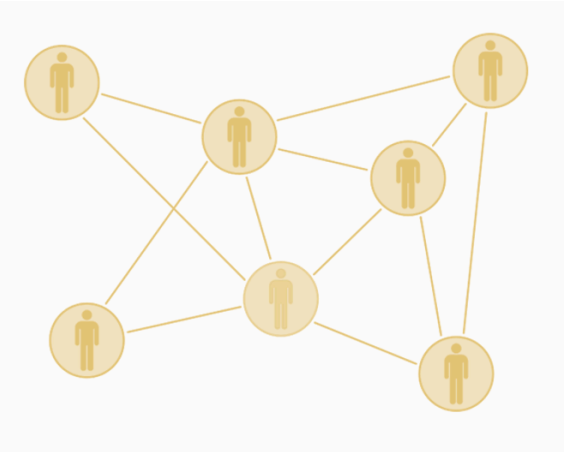
Yes – we make adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, if a parent is worried that their child might need adjustments to be successful, they can chat to the class teacher or SENCo to discuss this.

It is very rare that we have to make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing or both.



10. Our Team: Who's Who?

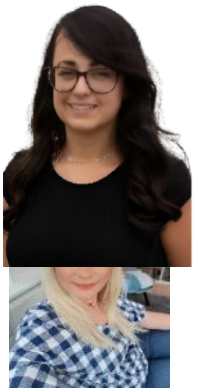


Our SENCos is Mrs Scurfield

As SENCo, my role is best explained by these seven promises:

1	I will oversee all of the SEND work at our school.
2	I will work with our leadership team and SEND Governor to plan improvements to our SEND work.
3	I will work in partnership - that includes listening to the concerns of staff and parents.
4	I will ensure staff and parents have the right information, guidance and training on SEND.
5	I will offer time, practical support and solutions to SEND issues.
6	I will work with nurseries, child minders, parents and other schools to help successful transfer into and out of our academy.
7	I will engage external SEND support services for children who have more severe needs.

Mrs



Our principal Crampton

Mrs Crampton sets high expectations of inclusion for all staff and pupils. She also:

- Leads and manages the whole academy, including managing the SENCo.
- Monitors the quality of education, including our SEND provision.

More about our Team

What is the role of class teachers for SEND?



- Be responsible for the development for *every* child they teach.
- Work closely with support staff to plan and review support.
- Adjust lessons to make them accessible for every child.
- Use assessments to help plan accessible lessons.
- Follow advice from any support services.
- Review each child's progress and plan the next steps.

Every teacher is a teacher of SEND.

What do support staff (e.g. teaching assistants) do for SEND children?

Support staff, including teaching assistants, are a key part of our team. They:



- Provide a wide range of SEND support.
- Lead SEND sessions outside the class.
- Support children in classroom.

To help us do the best for every child, all staff can ask for any child's SEND plans.

Our SEND Governor is Rebecca Barber. The SEND Governor role is to:

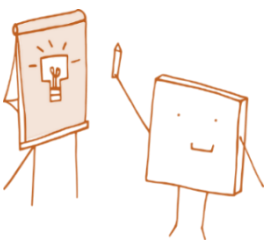
- Monitor SEND in our academy, including our legal duties.
- Have an overview of long term plans for improving our SEND provision.
- Meet with the SENCO at least twice a year and make sure our governors are kept up to date on SEND issues.

Staff and governors can be contacted via the main office.

How does our team develop their SEND Expertise?

Our team have lots of SEND expertise. However, it is important we keep refreshing and developing our skills. To train and develop our team, we use:

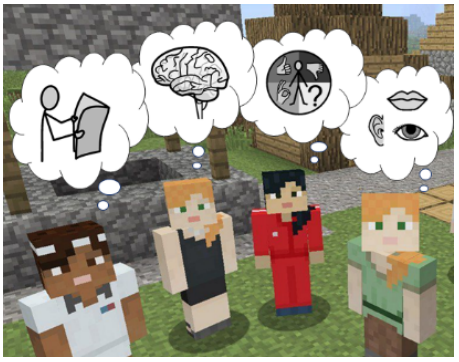
- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and webinars
  - e.g. MindEd: www.minded.org.uk
- Online information



- e.g. NASEN's *What Works:* sendgateway.org.uk/page/what-works

SEND Training is often led by the SENCo, as our in house expert. We also use external trainers so that our staff can benefit from the best specialist expertise.

11. What training have our staff had?



We always want to learn more about SEND. Sometimes this is individuals attending a course to train on a specific strategy (e.g. Music Interaction). Sometimes it is whole staff training.

If you'd like to know more about any of our training, please contact the SENCo.

In the last 3 years, staff have been trained on:

Learning

- ✔ Little Wandle Phonics
- ✔ Read to Succeed
- ✔ Precision Teaching
- ✔ Dyslexia
- ✔ Colourful Semantics
- ✔ Power of 2 (maths)
- ✔ Mathletics
- ✔ Times Tables Rock stars
- ✔ Setting SMART targets
- ✔ B-Squared

Social Skills and Language

- ✔ Speech assessment
- ✔ Autism
- ✔ Lego therapy
- ✔ Nuffield Early Language (NELI)
- ✔ Play for Purpose
- ✔ Comic strip conversations
- ✔ Social stories

Wellbeing and Behaviour

- Thrive
- Adverse Childhood Experiences
- Positive Regard
- Attachment
- Loss & Trauma
- Mental Health
- Positive handling
- Sensory circuits

Other

9 Epilepsy awareness

10 HI awareness



12. Can we access specialist help?

Some children have needs that are very specific or complex. We work with support services to meet such needs. We sometimes describe the support services as "**external agencies.**"

Support Service	
Autism Team (also known as ASCETS) • 0753 645 5292 • das@doncastercarers.org.uk	**Children's Epilepsy Nurse** • 07917 232 005 • Cantley Health Centre, Goodison Blvd, Cantley, Doncaster DN4 6ED
Attendance & Pupil Welfare Service • 01302 736 504 • welfare.service@doncaster.gov.uk	**Child Mental Health Service (CAMHS)** • 0300 021 1219 • The Crystal Building, Weston Road Site, Balby, Doncaster. DN4 8QN
Behaviour Outreach Support Service (BOSS) • 01302 736 295 • lisa.green@doncaster.gov.uk	**Continence Service** • 0300 021 1566 • rdash.children-community-continence-service@nhs.net
Educational Psychology Service (EPS) • 01302 737 291 • educationpsychology@doncaster.gov.uk	**Health Visitors** • 0300 021 8997 (via the 'Single Point of Contact') • www.facebook.com/doncasterhealthvisitors • RDASH, Children's Care Group, Honeysuckle Lodge, Tickhill Road, Balby, Doncaster DN4 8QN
SEN Service • 01302 737 210 / 737 211 • sen@doncaster.gov.uk • SEN Team, Civic Office, Doncaster. DN1 3BU	**Occupational Therapy** • 01302 642 633 • Children's Therapy, Doncaster Royal Infirmary, Armthorpe Road, Doncaster. DN2 5LT
Service for Children with HI (SCHI) • 01302 734 838 • hiteam@doncaster.gov.uk	**Physiotherapy** • 01302 642 633 • dbth.paediatricsadmin@nhs.net • Children's Therapy, Doncaster Royal Infirmary, Armthorpe Road, Doncaster. DN2 5LT
Service for Children with VI (SCVI) • 01302 734 838 • localoffer@doncaster.gov.uk (please state FAO Amanda Bayley-Sunter in email subject)	**School Nursing Team (AKA Zone 5-19)** • 0300 021 8997 • rdash.doncasterchildrenscaregroup@nhs.net
Virtual School • 01302 737 880 • Jane.cresswell@doncaster.gov.uk • https://www.doncaster.gov.uk/services/schools/about-the-virtual-school-and-the-virtual-school-head	**Speech and Language Therapy Service** • 01302 642 633 • Child Development Centre, Doncaster Royal Infirmary, Armthorpe Road, Doncaster, DN2 5LT

For many children with SEND, school meets all their needs without needing to call on support services. This is because our staff have training and skills to adapt teaching to meet the needs of most children.

If we think extra advice from one of the SEND support services is needed, then we will discuss this with the child's parent first. The parent makes the final decision.

Support services advise teachers and/or the SENCo. Teachers make sure advice is followed and the SENCo monitors this.



13. When Children with SEND Join or Leave Us

(This is called transition)

Joining Us

- We talk to the child's parent and any current nursery, school or childcare setting to find out about the child's needs.
- We provide a transition booklet.
- The child visits school and gets to meet the adults in their new class.
- The child can have extra visits if needed.

The child's new teacher, working alongside the SENCo, will organise the above list. It applies to children joining Foundation Stage, but also those joining older classes (Y1 - Y6).

Supporting Emotional Wellbeing and Attendance

We recognise that some children may experience anxiety or emotionally based school avoidance (EBSA), which can affect attendance and wellbeing.

In partnership with families, we use a graduated and supportive approach which may include: pastoral support; adapted timetables; safe spaces; transition support; emotional regulation strategies; involvement from external services where appropriate.

We follow the Department for Education guidance: Working Together to Improve School Attendance.

Leaving Us



- We link with the next school to share SEND information. This is normally a secondary school, but we also do this if a child moves before the end of Y6 (for example, because of a house move or a move to a special school).
- Transfer to secondary school is normally led by the secondary school. You can find more about how they approach this in their SEND Information Report.
- However, we often support children having extra visits or talk to children about any worries relating to the move to a new school. We also invite the SENCo of child's chosen secondary school to our Y6 summer SEND reviews.

Transition between Year Groups

- Teachers pass on SEND information to the new teacher and the child gets to visit their new class before the end of the summer term.
- If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new teacher and their new class.

Reading books... English... reading journals... Reading Plus... Nessy...

"A pupil explains how we help children with their reading"

14. Our Buildings and Equipment

Our Building

We have a state-of-the-art, bright building that is the perfect place to begin your child's learning journey.



Inside, we have purpose classrooms for all the relevant ages. Wide corridors have reading nooks for each age phase as well as pods for smaller group work. All these, and all our classrooms are backed up by the latest technology.

Our building is on a single floor with level access throughout. Inside, we have accessible toilets for those who need it, as well as changing facilities, a shower and easy access for taxis.

Outside, we have plenty of space for developing play, fitness and friendships. This includes in our Forest School area. Fences and an intercom on our main entrance help to keep children safe.

Foundation Stage makes great use of the outside areas to give children chance to develop their play and learning.

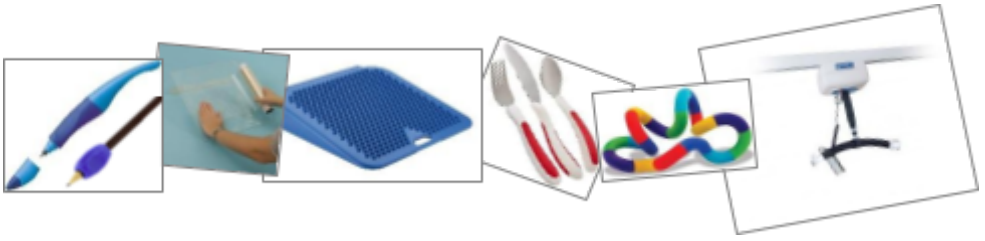


Extra Equipment for SEND

Some students need extra items to help them be successful at school. Most of these are not expensive and we buy them from our SEND budget.

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for outside funding from the local council's SEND Team.

We do not ask parents to pay for essential SEND items from their own money.



15. Looked after Children (LAC)

The SEND Code of Practice asks schools to give information about children who have SEND and are also 'looked after'.

Being 'looked after' happens when parents are not able to care for a child and the council or court takes on parenting decisions. This can be short or long term. NSPCC has a great introduction to LAC: learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children. There are a few ways that the child's new care might be provided but foster care is the most common. In some cases, children who receive occasional overnight care due to their disability are also classed as LAC.

Our Designated Teacher: Mrs Scurfield

I lead LAC support in school. The full name for the role is "Designated Teacher for Looked After and Previously Looked After Children.



For our pupils who are LAC and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with LAC support services (e.g. social workers, the Virtual School Headteacher).
- Make sure LAC pupils with SEND can join in extra activities, by making extra arrangements such as:
  - Permission from both the social worker and the carer to allow them to go on a residential.
  - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give LAC pupils equal access to SEND provision (i.e. no less than pupils get who are not LAC).
- Support staff to understand how loss or separation from birth families can affect children.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.
- Understand that LAC pupils might not be behind in their learning (e.g. the child's SEND might only be for emotional difficulties and they may be achieving well in English and maths).
- Have **big ambitions** for our pupils who are LAC and SEND. National data shows that LAC pupils have not achieved well enough. We'll support every child who is LAC & SEND to achieve their very best!

Extra Funding (Pupil Premium Plus)

We get extra funding for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. Sometimes, you might hear it being called LAC Pupil Premium. We normally agree how this will be spent in a meeting with carers and social workers (called a PEP or personal education plan meeting).

16. Your Questions Answered

1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child.

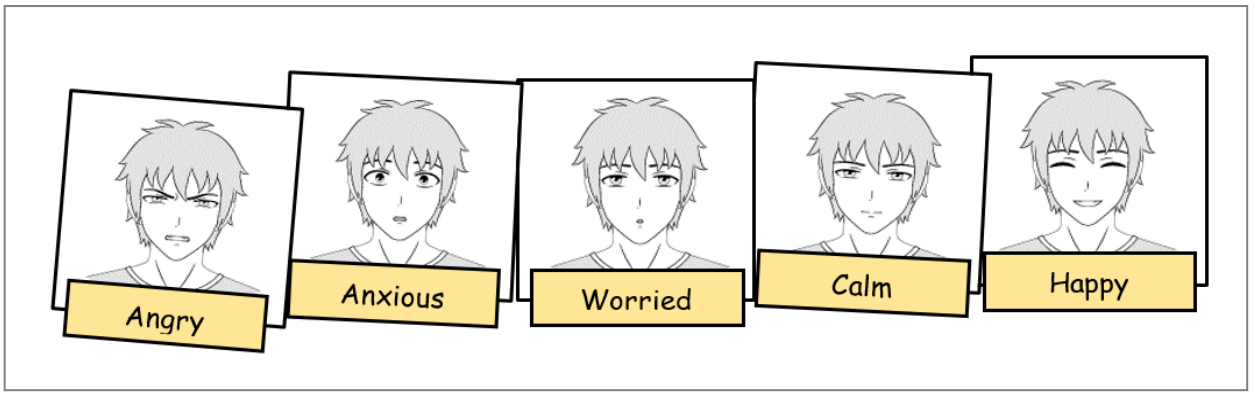
2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan.* This is like a contract between a local council, school and parents.



Most children's SEND can be met without an EHCP - we use our SEND funding to do this. A small number of children with more complex SEND have an EHCP (about 2% of all children in mainstream schools).

More information on EHCPs can be found on the Local Offer website or parents and staff can talk to our friendly SENCo for a chat.



Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

If a child is distressed this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some experiences can lead to longer term emotional issues. If so, it might be that the difficulties do get assessed a SEND.

Your Questions Answered (continued)

4. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential. Every child is treated as an individual.

We use the Thrive programme to support our children with SEMH. Children are initially assessed by a Thrive trained colleague and their teacher. This is then used to set targets and strategies to support the child's specific needs. This is shared with parents so that the strategies can also be used at home.

If a child is exhibiting challenging behaviour we try to find the causes and then adapt so we can alleviate the behaviour.

If needed, we work with parents to identify needs of the family as a whole. This may involve forming a team around the child (TAC). This means we can look at the bigger picture for the child and get even better progress. It can also help us to agree referrals to get extra support for both child and their family.

We also have:

- Class circle time.
- School assemblies about emotions and feelings.
- Posters tell children who they can talk to if worried (our safeguarding team).
- Clear systems for managing behaviour.
- Staff who offer pastoral support.

Why don't we include autism as a sensory need on the SEND paperwork?

Every school has to follow the government's SEND handbook. This is called the SEND Code of Practice. It tells us what categories of SEND we are allowed to use and what each category means.

The government's category "Physical / Sensory Needs" includes three specific sensory needs:



- Visual impairment – Loss of some or all of their sight;
- Hearing impairment – Loss of some or all of their hearing;
- Multisensory impairment – Loss of some or all of both their hearing and sight.

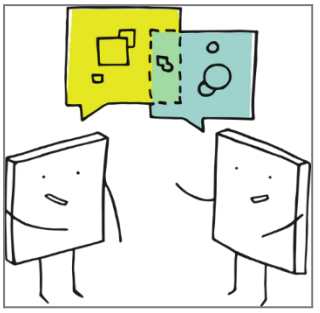
Each of these sensory needs refers to the loss of sight and/or hearing.

Children with autism (or sometimes ADHD) can also have sensory needs but they have not lost the use of their senses. It's more that they might be over or under-sensitive to sights, smells or sounds etc.

While we can't put autistic needs into the sensory needs category, it doesn't make a difference to the support that the child receives.

Other Information

17 Complaints about SEND



We hope that every child with SEND thrives.

If a parent has concerns or complaints, first of all, please speak to your class teacher, SENCo or the principal.

If parents have a complaint, our complaints policy is on our website.

Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school. However, you can find out more about exclusions in our Behaviour Policy**.** This is on the policies page of our website: carrlodgeacademy.org



Where to find more SEND Information

Visit our website carrlodgeacademy.org to read our other policies that link to SEND, including our:

- Accessibility plan: Our three year plan to be an even more inclusive school.
- Behaviour Policy: Rewards, rules, sanctions and much more.

If you need paper versions, please ask the school office.



Want to read more?

If you want to read more, these are the key SEND rules and laws:

1. **SEND Code of Practice:** This is the Government's SEND rulebook. You can find it here.

2. **Equality Act:** This 2010 law outlines our duties to make reasonable adjustments for those who have disabilities. It legally protects people from discrimination. Find out more here.

3. **The Children & Families Act:** This 2014 law outlines our SEND duties. You can find it here.

Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. **The DfE say that these can be a single document.**

Evaluating our SEND Policy

We have five key ways to check how well our SEND policy is working:

- Monitoring the progress children have made.
- Monitoring how well children with SEND meet their SMART targets.
- Regular reviews of interventions with teachers and support staff.
- Our leadership team visit classrooms to observe and look through books.
- Asking and listening to the views of parents, families and children.

Our SENCo and leadership team are in charge of evaluating our SEND policy.

18. Reviewing this policy

We review this policy every 12 months. If we need to update anything before the end of 12 months, we will. Our SENCo is in charge of any review. Then, our governors discuss and approve it.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENCo.

Carr Lodge Academy