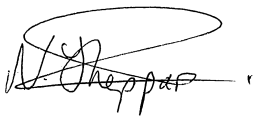
Carisbrooke College

EDUCATION IS OUR CASTLE

Special Educational Needs and Disability (SEND) Policy

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Signed:	
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Contents

Section	Page
Revisions	2
Policy commitment	3
Statutory Framework & Constitutional Duties	3
Vision, Philosophy & Inclusion Framework	4
Definitions and the Four Broad Areas of Need	4
The Graduated Approach: Assess – Plan – Do – Review	5
Roles and Responsibilities	5
Collaboration with Isle of Wight Council and Local Offer	6
Exam access arrangements and preparation for adulthood	6
Key stage transitions and attendance management	7
Complaints procedure and disagreement resolution	7

Revisions

Policy Area / Feature	Key Revision / Addition
Statutory Framework & Attendance Guidance	Establishes non-punitive attendance plans for persistent absence and Emotionally Based School Avoidance (EBSA).
Policy Commitment & Core Vision	Rejects SEND as a standalone "add-on," emphasising Quality First Teaching (QFT) and Universal Design.
Four Broad Areas of Need	Explicitly details specific diagnoses and learning profiles covered under each category.
The Graduated Approach	Sets specific operational expectations for teachers and Learning Support Assistants (LSAs).
Roles & Responsibilities	Clarifies governance and operational boundaries across all staff tiers.
Local Authority & Local Offer Collaboration	Links school workflows directly to Isle of Wight Council digital systems and improvement frameworks.
Exam Access & Preparation for Adulthood (PfA)	Formally embeds the 4 Preparation for Adulthood pillars into Year 9+ EHCP reviews.

Policy Commitment
Carisbrooke College is committed to providing an inclusive, high-aspiring education for all students. Every teacher at Carisbrooke College is a teacher of SEND. We use our best endeavours to ensure that learning barriers are identified early, Quality First Teaching is adaptively delivered, and pupils with SEND receive the targeted provision required to achieve excellent academic and personal outcomes.

1. Statutory Framework & Constitutional Duties

This policy sets out the statutory framework and operational procedures governing Special Educational Needs and Disability (SEND) provision at Carisbrooke College, part of the HISP Multi Academy Trust. The policy operates in strict adherence to national legislation and DfE statutory guidance, ensuring full compliance with:

- **Part 3 of the Children and Families Act 2014:** Section 66 duty requiring schools to use their 'best endeavours' to secure necessary special educational provision for all pupils with SEND.
- **Child and Parental Participation:** Section 19 requirements to have explicit regard to the views, wishes, and feelings of the child and their parents/carers.
- **The Equality Act 2010:** Section 20 duty to make reasonable adjustments and prevent substantial disadvantage for disabled students across curriculum, environment, and communication.

- **The Special Educational Needs and Disability Regulations 2014:** Governing local authority and school obligations regarding Education, Health and Care (EHC) plans, SEND support, SEND Information Reports, and SENCo responsibilities.
- **DfE SEND Code of Practice 0 to 25 Years (2015):** Statutory guidance for organizations providing education to children and young people aged 0 to 25.
- **Keeping Children Safe in Education (KCSIE 2025/2026):** Safeguarding duties and vulnerable student protection frameworks.
- **Working Together to Improve School Attendance (2024/2025):** Attendance management, supporting persistent absence, and managing Emotionally Based School Avoidance (EBSA).

2. Vision, Philosophy & Inclusion Framework

At Carisbrooke College, our overarching vision is that every student, regardless of their background, learning difficulty, or disability, is empowered to access a broad, balanced, and ambitious curriculum. We reject the premise that SEND support is an additional add-on delivered solely by support staff; rather, we operate on the principle that Quality First Teaching (QFT) within the mainstream classroom forms the foundation of all educational progress.

Core Principles of Provision

- Every Teacher is a Teacher of SEND: All teachers are directly accountable for the progress, development, and wellbeing of every student in their class, including those receiving targeted SEN support or holding an EHCP.
- Adaptive Teaching & Universal Design: Subject teachers systematically adapt classroom instruction, materials, physical layouts, and assessment tasks to remove barriers without lowering academic standards.
- Early Identification & Proactive Support: Identified learning, medical, or emotional needs trigger immediate proactive adjustments rather than reactive measures after academic shortfall.
- Student Dignity & Self-Advocacy: Students are active participants in setting learning targets, evaluating progress, and shaping their individual learning profiles.

3. Definitions and the Four Broad Areas of Need

In accordance with the Children and Families Act 2014, a child or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them—that is, provision that is 'different from or additional to' that made generally for others of the same age in mainstream schools.

Under the Equality Act 2010, a disability is defined as a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.' Carisbrooke College categorizes special educational needs across the four broad areas defined in Chapter 6 of the SEND Code of Practice:

1. Communication and Interaction

Pupils with Speech, Language, and Communication Needs (SLCN) have difficulty communicating with others. This includes students on the Autism Spectrum (ASC), who may experience challenges with social interaction, pragmatic language, sensory processing, and adapting to changes in school routine.

2. Cognition and Learning

Support is provided for learning difficulties when pupils learn at a slower pace than their peers, even with appropriate differentiation. This includes Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia.

3. Social, Emotional and Mental Health (SEMH)

Pupils may experience a wide range of social and emotional difficulties which manifest in varied ways, including becoming withdrawn or isolated, displaying challenging behaviour, or experiencing anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), or attachment disorders.

4. Sensory and/or Physical Needs

Many pupils require special educational provision or equipment to access educational facilities due to Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), or Physical Disability (PD).

4. The Graduated Approach: Assess – Plan – Do – Review

Where a student is identified as having SEN, Carisbrooke College implements the statutory 'Graduated Approach'—a continuous, four-stage cycle of Assess, Plan, Do, and Review designed to refine and adapt provision as understanding of the student's needs evolves.

Stage	Operational Framework & Action Steps
1. ASSESS	Subject teachers, supported by the SENDCo, conduct detailed analyses of pupil academic progress, standardized test data, attendance records, and teacher observations. Input is formally gathered from parents/carers, external specialists, and the student themselves.
2. PLAN	Where SEN Support is required, the teacher and SENDCo agree on target outcomes, reasonable adjustments, and interventions. An Individual Student Profile is created on the school portal, outlining specific teaching strategies and agreed review dates.
3. DO	The class teacher remains directly responsible for delivering daily Quality First Teaching and overseeing targeted interventions. Learning Support Assistants (LSAs) work collaboratively with teachers to support access without fostering dependency.
4. REVIEW	The effectiveness of provision and impact on pupil progress are evaluated at least termly. Reviews involve student and parent participation, leading to target revisions, strategy adjustments, or escalation to specialist external agencies where needed.

Specialist Provision and EHCP Annual Reviews

Where a student fails to make expected progress despite high-quality, targeted SEN Support over multiple Assess-Plan-Do-Review cycles, the College, in consultation with parents, may request the Isle of Wight Local Authority to conduct an Education, Health and Care (EHC) Needs Assessment under Section 36 of the Children and Families Act 2014.

For students holding an EHCP, Carisbrooke College complies fully with Regulation 20 and Regulation 62 of the SEN and Disability Regulations 2014. Annual Reviews are formally convened every 12 months (or 6 months for pupils under 5), submitting formal documentation to the Isle of Wight SEND Assessment and Review Team via the Isle of Wight EHC Hub.

5. Roles and Responsibilities

Ensuring successful outcomes for students with SEND requires robust governance, clear leadership, and collaborative execution across all levels of the HISP Multi Academy Trust and Carisbrooke College.

Role / Group	erational Responsibilities
HISP MAT Board of Trustees	Maintains strategic oversight of SEND compliance across the Trust, ensuring statutory duties are met, resources are allocated effectively, and inclusion standards are maintained.
Local Governing Body & SEND Governor	Monitors school-level SEND provision, meets termly with the SENDCo, reviews the statutory SEN Information Report, and holds school leadership to account for pupil outcomes.
Headteacher & Senior Leadership	Ensures daily policy execution, allocates capitation and High Needs Funding, monitors Quality First Teaching standards, and oversees safeguarding and inclusion acros the site.
Designated SENDCo (Miss Zoe Divers)	Manages day-to-day operation of the SEND policy, maintains the statutory SEND Register, coordinates provision, leads EHCP annual reviews, liaises with externa agencies and the IW Council.
Subject Teachers	Accountable for the progress and development of all pupils in their classes; delivers adaptive Quality First Teaching; implements Individual Student Profiles; engages in termly reviews.
Learning Support Assistants (LSAs)	Delivers targeted individual and small-group interventions planned by teachers/SENDCo; promotes student independence; records session feedback; does not replac teacher instruction.

6. Collaboration with Isle of Wight Council & Local Offer

Carisbrooke College works in active partnership with the Isle of Wight Local Authority, aligning school provision with the Isle of Wight Area SEND Improvement Plan and Dedicated Schools Grant Safety Valve Agreement. The College actively signposts families to:

- The Isle of Wight SEND Local Offer: Provides comprehensive details on education, health, and social care services available across the Isle of Wight for children with SEND.
- Isle of Wight SENDIASS: An independent, confidential service providing free information, advice, and support to parents and young people regarding SEND legislation and procedures.
- The Isle of Wight EHC Hub: The digital platform utilised by the Isle of Wight Council for processing EHC needs assessments, draft plans, and annual reviews.
- External Health & Specialist Services: Includes the Educational Psychology Service, Speech and Language Therapy (SALT), Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy, School Nursing, and the Specialist Teacher Advisory Service.

7. Exam Access Arrangements & Preparation for Adulthood

JCQ Examination Access Arrangements

In accordance with Joint Council for Qualifications (JCQ) regulations, access arrangements (e.g., extra time, reader, scribe, rest breaks) are approved based on documented evidence of a student's normal way of working established through the Assess-Plan-Do-Review cycle. The SENDCo coordinates formal assessments to ensure full compliance.

Preparation for Adulthood (PfA)

From Year 9 onwards, all EHCP reviews and SEN support plans systematically incorporate Preparation for Adulthood outcomes aligned with Chapter 8 of the SEND Code of Practice, focussing on:

- **1. Higher Education & Employment:** Exploring higher education, apprenticeships, supported internships, and employment pathways.
- **2. Independent Living:** Developing choice, financial literacy, travel training, and self-care skills.
- **3. Community Inclusion:** Fostering friendships, social networks, and active participation in local community life.
- **4. Health & Wellbeing:** Ensuring smooth transition from paediatric to adult health services and managing ongoing physical/mental health.

8. Key Stage Transitions and Attendance Management

Transition points can represent periods of vulnerability for pupils with SEND. Carisbrooke College implements structured transition programmes for Year 6 into Year 7 (including primary visits, additional orientation, and detailed file transfers) and Post-16 progression planning.

In alignment with DfE attendance guidance, where a student experiences persistent absence or Emotionally Based School Avoidance (EBSA) linked to SEND or mental health needs, the College avoids punitive measures. Instead, a collaborative attendance plan is developed involving the SENDCo, Pastoral Team, parents, and local authority Inclusion Officers.

9. Complaints Procedure and Disagreement Resolution

Carisbrooke College aims to resolve all concerns regarding SEND provision informally through open dialogue. Parents should initially raise concerns with the student's Form Tutor or Head of Year, who will triage the matter to the SENDCo (Miss Zoe Divers).

If concerns cannot be resolved informally, parents may access the HISP Multi Academy Trust Complaints Policy. For concerns relating to EHC needs assessments or EHCP decisions made by the Isle of Wight Council, parents have statutory rights under Section 53 of the Children and Families Act 2014 to access independent mediation and disagreement resolution via Global Mediation or appeal directly to the First-tier Tribunal (Special Educational Needs and Disability).