



SEND Policy

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CASTLE values: (Courage · Ambition · Sustainability · Teamwork · Learning · Equality)

Statutory Framework Statement

Carisbrooke College operates in full adherence to the **Children and Families Act 2014** (Part 3) and the associated **Special Educational Needs and Disability Regulations 2014**. The school acknowledges its statutory duty, under **Section 66** of the 2014 Act, to use its "**best endeavours**" to secure the special educational provision required to meet the needs of all students with Special Educational Needs (SEN). We treat the **SEND Code of Practice 0 to 25 Years (2015)** as statutory guidance, which we must **have regard to** when carrying out our duties.

C – Courage

Student Voice, Advocacy and Overcoming Barriers

Carisbrooke College believes in listening to students with SEND and ensuring their voices shape provision, targets and reviews. We recognise that courage is not the absence of difficulty, but the ability to engage with learning despite it.

We promote courage by:

- Actively involving students in review meetings and planning, upholding the principle of **participation** as required by **Section 19** of the Children and Families Act 2014.
- Supporting self-advocacy, confidence and independence.
- Addressing stigma and anxiety around SEND through pastoral and SEN support.
- Removing attendance barriers and engaging persistent non-attenders through personalised strategies, ensuring equal access to education.
- Safeguarding students with SEND in line with *Keeping Children Safe in Education*.

Every teacher is a teacher of every student, including those with SEND, and all students are entitled to dignity, respect and a voice in their education.

A – Ambition

High Expectations, Progress and Aspirations

Our vision is that all students with SEND achieve excellent outcomes and reach their full potential across a broad and balanced curriculum.

We commit to:

- Raising aspirations and expectations for all SEND learners, consistent with the fundamental aim of the **Children and Families Act 2014** to improve outcomes for children and young people with SEN.
- Focusing on progress, impact and outcomes rather than hours of support, ensuring provision is **effective** and targeted.
- Planning for preparation into adulthood (education, employment, independence), beginning from Year 9 and aligning with the four core principles outlined in the **SEND Code of Practice (Chapter 8)**.
- Securing appropriate access arrangements for exams and assessments in line with Joint Council for Qualifications (JCQ) regulations and the needs identified through the **Assess–Plan–Do–Review** cycle.
- Ensuring ambitious targets are agreed and reviewed through the Graduated Approach, as detailed in the **SEND Code of Practice**.
- Ensure that students' Literacy and Numeracy remain a core focus throughout their development, for example encouraging active reading and mastery of fundamental skills.
- Ensure that 'Quality First Teaching' is implemented in all lessons and activities are differentiated to stretch and challenge students of all abilities.

A student is only placed on the SEND register when their needs are **different from or additional to** their peers and require special educational provision. Students are assessed through a 'needs-led' approach to establish what provision is required in school.

S – Sustainability

Training, Funding, Long-Term Planning and Compliance

We recognise that sustainable SEND provision relies on high-quality systems, skilled staff and responsible resource use. Our compliance is underpinned by clear statutory obligations.

We ensure sustainability through:

- Ongoing staff training and continued professional development, ensuring all staff are able to meet their responsibilities under the **SEND Code of Practice**.
- A strategic use of high needs funding, top-up and capitation, with resources allocated based on student needs and evaluated impact.
- Provision mapping and impact evaluation to support resource allocation.
- Regular updates through LA SENDCo networks and HISP Trust collaboration.
- Compliance with the **Equality Act 2010**, **SEND Code of Practice (2015)**, **Children and Families Act (2014)**, and specifically, the **SEN and Disability Regulations 2014**, **Regulation 62** regarding the cooperation and completion of annual reviews for students with EHCPs.

Our policy, structures and staffing are reviewed annually to ensure long-term effectiveness and capacity.

T – Teamwork

Collaboration with Staff, Parents, Governors and Agencies

Strong outcomes for SEND students are built through shared responsibility and partnership.

We promote teamwork by:

- Working closely with parents/carers, who play an active and valued role, recognising the statutory duty under **Section 19** of the 2014 Act to take into account the views, wishes, and feelings of the parents.
- Ensuring LSAs support teachers and students but do not liaise with parents, maintaining the **SENDCo** as the primary designated point of contact for external liaison regarding SEND queries.

- Involving external agencies when specialist input is required (e.g. EPs, SALT, Autism services, CAMHS, health professionals), fulfilling the duty to **cooperate** with the Local Authority, NHS, and other relevant bodies (**Children and Families Act 2014, Section 25**).
- Maintaining clear roles for SENDCo, teachers, support staff and governors.
- The SEND Governor meeting termly with the SENDCo to monitor policy, provision and impact.

All teaching and support staff receive induction that includes SEND procedures and expectations.

L – Learning

Quality First Teaching and the Graduated Approach

Quality First Teaching (QFT) is the foundation of our SEND provision.

We uphold learning through:

- Differentiated and personalised QFT for all students, ensuring teaching is adapted to meet individual needs before specialist SEN provision is considered.
- Staff accountability for the progress of children in their classes.
- Early identification of SEND across the four broad areas of need, as defined in the **SEND Code of Practice (Chapter 6)**:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical
- The **Assess–Plan–Do–Review** model, which is the **Graduated Approach** for SEN Support, to set, monitor and evaluate targets, ensuring a rigorous approach to provision.
- Provision mapping to track interventions and impact.
- Students’ needs are acknowledged and interventions are implemented using the Carisbrooke College Graduated Response framework.
- Seeking specialist support for higher levels of need, and cooperating with the Local Authority during an EHC needs assessment request (**Children and Families Act 2014, Section 38**).

- Students with EHCPs have outcomes and provision reviewed annually, in compliance with the **SEN and Disability Regulations 2014, Regulation 20**.
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E – Equality & Inclusion

Access, Participation, Medical Needs and Transitions

We ensure all students with SEND have equal access to education, enrichment and opportunity.

We do this by:

- Making **reasonable adjustments** and complying with the **Equality Act 2010** to ensure students with a disability are not disadvantaged.
- Supporting students with medical conditions so they can fully access learning, trips and physical education, in line with the statutory guidance *Supporting students at school with medical conditions*.
- Including SEND students in school trips, clubs and residential.
- Ensuring accessibility planning is reflected across the curriculum and wider school life, meeting the school's duties under the **Equality Act 2010, Schedule 10**.
- Managing transitions at key stages, including Year 6 to 7 and post-16 pathways, with appropriate planning and liaison, fulfilling the requirement for a smooth and planned move between phases of education.

We recognise that disability, health needs, EAL, looked-after status, service family background or pupil premium may affect progress but do not automatically constitute SEND.

Complaints

In the first instance, concerns or complaints should be directed to the student's tutor and/or Head of Year. Any concerns relating to SEND will be triaged to the SENDCo. If matters are not resolved, the complaint will follow the HISP Multi Academy Trust's complaints policy. This does not affect the right of parents to pursue disagreement resolution or mediation options relating to EHC Plans, as provided for in the **Children and Families Act 2014, Section 53**.

Review of Policy

This policy is reviewed annually by the SENDCo and senior leadership and is approved through the appropriate governance structure.