

Carleton St Hilda's Primary School



Special Educational Needs and Disabilities (SEND) Policy 2025-26

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Mission Statement

Our mission statement, 'Open hearts, open minds. Learning together with God.' underpins all the work that we do.

'I give you a new commandment. Love one another, as I have loved you.'

John 13:34

Rationale

At Carleton St Hilda's we believe that every child is a gift from God, and as such brings with them unique talents and characteristics which are to be nurtured and celebrated. Teaching and learning across all areas is set within a Christian context and our core set of Christian Values underpins our whole school curriculum as well as the daily life of the school.

At Carleton St Hilda's, we endeavour to provide the most effective and efficient education that we can in a warm, respectful and caring atmosphere. It is our aim to develop in all our children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child to attain the social awareness, self-management, responsible decision-making and relationship skills necessary for a full and happy life.

Statement of intent

Carleton St Hilda's believes that all children are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework Carleton St Hilda's will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for children with SEND.

Through successful implementation of this policy, Carleton St Hilda's aims to eliminate discrimination and promote equal opportunities.

Carleton St Hilda's will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of children and their parents in decision-making.
- The early identification of children's needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of children with SEND.
- Greater choice and control for children and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a child is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.

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

The Special Educational Needs Co-ordinator (SENCO)

The person with overall responsibility for pupils with special educational needs is the Headteacher. However, the person responsible for coordinating the day-to-day provision for pupils with SEND is the SENDCo.

Our school SENDCo is **Miss Chelsea Thompson** who can be contacted via the school office on 01253 882225 or you can email her at: senco@sthildas-carleton.lancs.sch.uk

A member of the Governing Body, **Mrs Kate Chandler**, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2019) 'Reasonable adjustments for disabled pupils'
- DfE (2023) 'SEND and Alternative Provision Improvement Plan'
- DfE (2024) 'National Professional Qualification (NPQ) for SENCOs: Statutory Guidance'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- Data Protection Policy
- Supporting Children with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Relations (Behaviour) Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Objectives

Every school is required to identify and address the SEND of the children that they support. Through the implementation of this policy, Carleton St Hilda's will:

- Use their best endeavours to make sure that children with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that children with SEND engage in the activities of Carleton St Hilda's alongside children who do not have SEND.
- Ensure there is high-quality provision to meet the needs of children with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards children with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled children.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children with a disability are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about Carleton St Hilda's and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for children with SEND.
 - Information about the admission arrangements for children with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for children with SEND.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring Carleton St Hilda's meets its duties in relation to supporting children with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring Carleton St Hilda's offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all children, including children with SEND.

In enacting this policy, the headteacher will:

- Ensure Carleton St Hilda's holds ambitious expectations for all children with SEND.
- Establish and sustain culture and practices that enable children with SEND to access the curriculum and learn effectively.
- Ensure Carleton St Hilda's works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of children, providing support and adaptation where appropriate.
- Ensure Carleton St Hilda's fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of Carleton St Hilda's do not directly or indirectly discriminate against children with SEND.
- Supporting the Senior Mental Health (SMH) Lead in their role to oversee mental health and wellbeing provision across the school, including for children with SEND.

The SENCo will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual children with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with the parents of children with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.

- Liaising with the potential future providers of education to ensure that children and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that Carleton St Hilda's meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that Carleton St Hilda's keeps the records of all children with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Completing the National Professional Qualification (NPQ) for SENCOs within the statutory timescale set out in DfE guidance (2024).

Teachers will be responsible for:

- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the child themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Ensuring every child with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the children in their class.
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENCo.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

4. Identifying SEND

Carleton St Hilda's recognises that early identification and effective provision improves long-term outcomes for children. As part of the overall approach to monitoring the progress and development of all children, it has a clear approach to identifying and responding to SEND as outlined in our SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all children, with the aim of identifying children who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Carleton St Hilda's plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5. Safeguarding

Carleton St Hilda's recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that children with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

Carleton St Hilda's recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

In addition, the Senior Mental Health (SMH) Lead works alongside the safeguarding team to promote positive mental health and wellbeing for all children, including those with SEND.

Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCo.

6. SEND support

At Carleton St Hilda's, we believe that every child has the equal right to a high-quality educational experience, involving access to a broad and balanced curriculum, delivered in a supportive and stimulating environment that values each child and enables them to achieve their full potential. We recognise that this is the first step in responding to children who have or may have SEND.

Teachers at Carleton St Hilda's will:

- Set high expectations for every child.

- Plan stretching work for children whose attainment is significantly above the expected standard.
- Plan lessons for children who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every child achieving.
- Be responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for children will be based upon:

- Discussions between the teacher and SENCo.
- Analysis of the child's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the child and their parent.

Once a child has been identified with SEND, Carleton St Hilda's will employ a graduated approach to meeting the child's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

The process is as follows:

- **Assess:** establishing a clear assessment of the child's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the child's progress in line with the agreed review date

Where higher levels of need are identified, Carleton St Hilda's will access specialised assessments from external agencies and professionals.

Where, despite Carleton St Hilda's having taken relevant and purposeful action to identify, assess and meet the SEN of a child, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

EAL

We are aware that there may be children at Carleton St Hilda's for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

We will consider the child within the context of their home, culture and community and look carefully at all aspects of a child's performance in different subjects to establish whether the

problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years children with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

Carleton St Hilda's will ensure all staff who work with young children are alert to emerging difficulties and respond early.

Carleton St Hilda's will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to Carleton St Hilda's for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents when Carleton St Hilda's makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

8. Admissions

Carleton St Hilda's will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named Carleton St Hilda's in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because Carleton St Hilda's does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.

- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of children with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of children with SEND are outlined in the Admissions Policy and will be published on Carleton St Hilda's website.

9. Transition

Carleton St Hilda's is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life. We will share information with the school or other setting that the child with SEND is moving to. We will agree with parents which information will be shared as part of this.

Where children have EHC plans, these will be reviewed and amended in sufficient time prior to a child moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

10. Involving children and parents in decision-making

Carleton St Hilda's is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a child is receiving SEND support, Carleton St Hilda's will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCo, will meet with the parents three times each year.

The planning that Carleton St Hilda's implements will help parents and children with SEND express their needs, wishes and goals, and will:

- Focus on the child as an individual, not allowing their SEND to become a label.
- Be easy for children and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the child's strengths and capabilities.
- Enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a child with an EHC plan, Carleton St Hilda's will involve the parents and the child in discussions surrounding how Carleton St Hilda's can best implement the plan's

provisions to help the child thrive in their education, and will discern the expected impact of the provision on the child's progress.

Where necessary, Carleton St Hilda's will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

11. Funding for SEND support

Where additional child needs are identified, Carleton St Hilda's will use its delegated funding allowance to provide early intervention support for the benefit of children identified with SEND. Where children with SEND have been receiving early intervention support but are still not making sufficient progress, Carleton St Hilda's will consider accessing high needs top-up funding from the LA to provide additional specialist support (this is through applying for an Education Health care Plan).

12. EHC needs assessments and plans

Carleton St Hilda's recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child, some children may not make expected levels of progress. In these cases, Carleton St Hilda's will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the child, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, Carleton St Hilda's will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the child's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the child's EHC plan. Carleton St Hilda's will meet its duty to provide views on a draft EHC plan within 15 days.

Carleton St Hilda's will admit any child that names Carleton St Hilda's in an EHC plan and will ensure that all those teaching or working with a child named in an EHC plan are aware of the child's needs and that arrangements are in place to meet them.

13. Reviewing EHC plans

Carleton St Hilda's will ensure that teachers monitor and review the child's progress during the year and conduct a formal review of the EHC plan at least annually.

Carleton St Hilda's will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the child prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at Carleton St Hilda's to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst children and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and child that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the child's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each child's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a child's needs significantly change, Carleton St Hilda's will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a child whenever they feel it is necessary.

14. Supporting successful preparation for adulthood

Carleton St Hilda's is aware that being supported towards greater independence and employability can be life-transforming for children with SEND. It recognises the importance of starting early, centring on child aspirations, interests and needs, and will ensure that children are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

Carleton St Hilda's will:

- Seek to understand the interests, strengths and motivations of children and use this as a basis for planning support around them.
- Support children so that they are included in social groups and develop friendships.
- Ensure that children with SEND engage in the activities of Carleton St Hilda's together with those who do not have SEND, and are encouraged to participate fully in the life of Carleton St Hilda's and in any wider community activity.

- Engage with secondary schools, as necessary, to help plan for any transitions.

15. Staff training and improving practice

Carleton St Hilda's is committed to the learning and development of all its staff members. We use specialist staff to provide advice and training for areas identified as priorities for individual staff and whole school development or to provide advice and specific support for individual children as required.

Carleton St Hilda's SENCo will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing children with SEND. The SENCo will use their NPQ training to inform staff CPD and drive improvements in SEND practice across the school.

All teachers and support staff receive annual update training for asthma and anaphylaxis/epi-pen from the school nursing team or in accordance with advice provided by them to access e learning.

16. Use of data and record keeping

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the child's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all children.
- Maintain an accurate and up-to-date register of the provision made for children with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

Carleton St Hilda's keeps data on the levels and types of need within Carleton St Hilda's and makes this available to the LA and Ofsted.

17. Publishing information

Carleton St Hilda's will publish information on Carleton St Hilda's website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on our website.

18. Joint commissioning, planning and delivery

Carleton St Hilda's will work closely with local education, health and social care services to ensure children get the right support.

Carleton St Hilda's will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children

and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Carleton St Hilda's will draw on the wide range of local data sets about the likely educational needs of children with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND.
- An analysis of local challenges or sources of health inequalities.

Carleton St Hilda's will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children with SEND.
- Increasing the identification of children with SEND prior to school entry.

Where children with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

19. Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, Carleton St Hilda's will work with LAs, parents and children in developing and reviewing the Local Offer. Carleton St Hilda's will also cooperate with those providing services.
- **Accessible:** Carleton St Hilda's will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to children's and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** Carleton St Hilda's will help to ensure that parents understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. Carleton St Hilda's will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** Carleton St Hilda's will work with the LA to review the Local Offer to ensure that, when parents access the Local Offer, the information is up-to-date.

Carleton St Hilda's will provide the LA with information about their existing SEND provision and capabilities to support children with SEND to aid in the drafting of the Local Offer, where required.

20. Monitoring and review

The policy is reviewed on an annual basis by the SENCo. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.