



# **Welcome to SEND at Carlisle and Hampton Hill Federation**

## **Special Educational Needs and Disabilities (SEND) Policy & Information Report**

Jan 2025 – Jan 2026

## **Welcome to Carlisle Infant and Hampton Hill Junior Federation**

Carlisle Infant School Broad Lane, Hampton Hill, Middlesex TW12 3AJ  
Hampton Hill Junior School, St James Avenue, Hampton Hill, Middlesex, TW12 1HW

## Key People



**Lorraine Blake**

### **Infants SEND Coordinator (SENDCO)**

- I lead and manage SEND in the Infant school.

#### **How to Contact Me**

[Info@carlisle.richmond.sch.uk](mailto:Info@carlisle.richmond.sch.uk)

0208 979 2770



**Tracey Bannister**

### **Juniors SEND Coordinator (SENDCO)**

- I lead and manage SEND in the Junior school.

#### **How to Contact Me**

[student@hamptonhill.richmond.sch.uk](mailto:student@hamptonhill.richmond.sch.uk)

0208 979 3019

This booklet unites our SEND Information Report and SEND policy.  
This makes it easier for parents and staff to find SEND information all in one place.

Any questions or comments, please get in touch.

Our photos of children are chosen regardless of whether they have SEND or not.

This is inclusion.

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## Carlisle and Hampton Hill Federation

The Carlisle and Hampton Hill Federation is the federation of two schools. Carlisle is a three-form entry infant school with pupils aged 4-7. Hampton Hill is a three-form junior school with pupils aged 7-11.

### Carlisle Infant School



### Hampton Hill Junior School



### What is SEND?

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

Some key terms explained:

- **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 are our Federation Values?

- Happiness
- Belonging
- Curiosity
- Courage
- Confidence
- Ambition
- Togetherness

We do everything that we can to make sure that these happen so that every child with SEND can thrive. That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our SEND expertise.

## What are our ambitions for children who have SEND?

We are ambitious for all children with SEND. We want them to make excellent progress. This means 'they will know more, remember more and be able to do more, despite their SEND' (Ofsted, 2019).

We want to ensure that all children are able to meet their potential and give them the knowledge and skills they need for adult life. We think about both the long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (reading, writing and maths)
- access a broad and balanced curriculum
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.

## What are the types of SEND?



### The four categories of SEND

Schools follow the guidelines from the government's 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).

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

- ADHD;
- Anxiety;
- Dysregulated behaviour.

#### 4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Hearing or visually impaired.

Some children have more than one type of SEND. We welcome children with all the above types of SEND who have applied for a place.

If a child has complex needs, we consider admissions on a case by case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENDCo.

## Identification of SEND



### How do we decide if a child has SEND?

Parents are welcomed to raise any concerns around their child's needs, initially with the class teacher, although the SENCOs are always available.

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 a report from Early Years Speech and Language, or an autism diagnosis.

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

Sometimes, we ask outside experts to assess children and give us advice (See Section 19).

### 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 other factors such as:

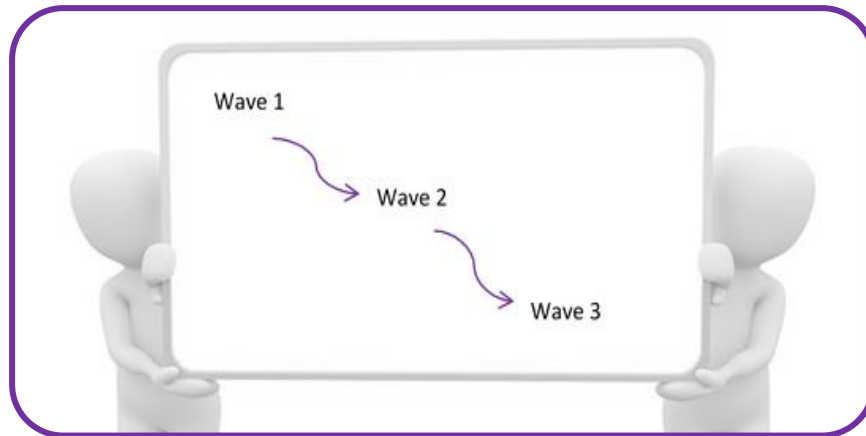
- Attendance
- Issues in that child's life (e.g. bereavement)
- Issues in school (e.g. friendships)

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 classmates).

## How do we meet children's needs?



### Overview

Children's SENDs are varied. Not all 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.

Teachers and support staff all work with children requiring all levels of support and have had relevant training (see Section 18).

The SENDCo keeps a grid of our Wave 2 and Wave 3 SEND programmes.



### Wave 1

**This is quality first teaching led 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 practise and use their learning in different situations.
- Generalised behaviour and reward systems that motivate children.
- Teachers assess children to help them know when to move on and what to teach next.
- Class visual timetables

### Wave 2

**This is for children who need extra support to catch up with their peers. Support in this wave is often small group work, either in the classroom or elsewhere in school. For example:**

- Additional catch up for Phonics, English or Maths
- Social skills and Zones of Regulation groups
- Social Stories
- A personalised reward chart
- Sensory Circuits and / or Movement Breaks
- Reflective conversations
- Work to help fine motor skills e.g. doing buttons, hand strength exercises
- Provision of supportive equipment e.g. ear defenders or concentration tools

We record these children on our 'Monitor' List.

### Wave 3

**This means personalised SEND interventions. For example:**

- Targeted in class support (TICS)
- Personalised support
- Speech and Language Therapy
- Occupational Therapy
- Person-centred plans (e.g. Pupil Profile, SEND Support Plan, Transition Passport)
- A personalised visual timetable
- Adaptations to the child's learning environment e.g. distraction free work station or calming area
- Success books
- Personalised home school communications
- An individual behaviour plan

**We record these children on our SEND register and we class them as 'SEND Support'.** Wave 3 support also includes the very small proportion of children who have an Education, Health and Care Plan (See Section 22 - Your Questions Answered).

## 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. We decide how we support the child to meet these targets.
- Do: Everyone follows the plans we've agreed.
- Review: We look at how well the plans worked. We agree what to do next.

Typically, 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).



## 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 SEND Plan.

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

- ✓ **Specific:** We say exactly what the next small step will be for the child.
- ✓ **Measurable:** We say how we will know if the child is meeting the target.
- ✓ **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- ✓ **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- ✓ **Time bound:** Targets are normally set to for one term (10-14 weeks).

## 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 (e.g. read, write, take turns).

<b>Vague Words</b> <small>(We avoid these)</small>	<b>Specific Action Words</b> <small>(We use these)</small>	<b>Examples</b>
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. blue tack, weighted dog, time out) when he is anxious in class.

## Parental Involvement

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



### Teamwork with Parents and Families

Parents are vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly meetings so we can review their child's progress together.
- 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. external agency 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.

### Co-Production

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



Co-production is really important to us. Parents help by coming to meetings 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 and giving views on our latest SEND documents. **Parents helped us to produce this document.**

## Support for Parents

### SENDIASS Richmond and Kingston

SENDIASS is the **Independent Advice and Support Service** for parents. The service is free.



They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Info on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).

How can parents access SENDIASS?

Parents don't need anyone to refer them to SENDIASS. They can just get in touch:

- Tel: 0808 164 5527
- Email: info@rksendiass.co.uk
- Web: www.rksendiass.co.uk

Apart from English, their key leaflets are available in other languages.

The Local Offer: [www.afcinfo.org.uk/local\\_offer](http://www.afcinfo.org.uk/local_offer)

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (e.g. contacts for the NHS speech and language team)
- Schools
- Leisure activities (e.g. SEN sports clubs)
- Contacts for SEN charities

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

## The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more and can do more** for the rest of their lives!

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 questionnaire or screening tool
- The child coming to their SEND review meeting
- An annual survey of SEND children's views



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



## Our Teams Who's Who

### Meet our SENDCos: Miss Lorraine Blake (Infant) and Mrs Tracey Bannister (Junior)



- We oversee and coordinate provision for children with SEND at each school.
- We support and guide staff and parents so that children with SEND have both high-quality teaching and support.
- We advise on the use of the school's SEND budget and resources to meet children's needs.
- We work with the Federation headteacher and Heads of School to plan how we will enhance our SEND provision.
- We identify SEND training needs and make sure that all training enhances staff skills.
- We liaise with Early Years settings and other schools to help a smooth transition both in and out of our school.
- We are the key contacts for external SEND support services.

### Meet our Head of Inclusion: Mr Marc Lowery



I set an inclusive ethos for the school.

I lead and manage the staff team, including the SENDCos.

I check on the quality of education. This includes SEND provision.

## More about our Team

### What do our teachers do for SEND?

Teachers are responsible for the development of **every** child they teach.

Teachers work closely with support staff to plan and review support.

Teachers adjust lessons to make them accessible for every child.

Teachers use assessments to plan inclusive lessons.

Teachers follow advice from any support services.

Teachers review each child's progress and plan the next steps.

### What do SEND Support Staff do?

Support staff are a key part of helping children thrive. They support children during lessons (inside and outside of the classroom) and some also lead SEND intervention groups.

### Our Governors

All our governors all must "think SEND" when making decisions so that we become even more inclusive. We have one governor who has extra responsibilities – this is our link SEND governor.

### Meet our Governor leading on Inclusion: Ms Ros Morgan



- I overview long term plans for improving SEND in school.
- I monitor SEND in our school. This includes our legal duties.
- I meet with the SENDCOs to discuss inclusive practice.



## Garrick Garden

### At Hampton Hill Juniors



Garrick Garden is a Specialist Resource Provision (SRP) for a maximum of six junior age children who all have a primary diagnosis of a Social, Emotional and/or Mental Health difficulty (SEMH) and without such provision, would be unable to access a mainstream curriculum. All of the children attending the provision have an Education, Health and Care Plan (EHCP) in place.

In addition, the children may have a co-existing diagnosis such as Attention Deficit Hyperactivity Disorder (ADHD), or autism or in some cases have experienced early years trauma which in turn requires support with attachment difficulties and behaviour.

Garrick Garden is fully integrated into the whole school and all children attending the provision are allocated a mainstream class, into which they integrate as much as possible, including playtimes and lunchtimes.

Our aim is to provide pupils in the provision with access to as much of the mainstream curriculum as possible, always with 1:1 support, whilst also addressing any areas of weakness through targeted interventions. In addition, we support them to meet their other EHCP outcomes through extra input such as 'Zones of Regulation', Social Thinking and sensory diet activities.

The children in the SRP may have access to other therapeutic interventions or professional support such as art therapy, occupational therapy or speech and language therapy all delivered in accordance with their individual EHCP.

Our vision and ethos is to provide an inclusive and structured environment where all behaviour is understood to be communication and nothing is ever out of reach for the children we support.

We are proud to encourage our children to be involved in the whole school community and support them to access extra-curricular activities and other elements of school life, which may otherwise prove too challenging for some.

The SRP Lead, Sarah Parker, works closely with class teachers and a team of Learning Support Assistants to provide a wide range of access to the curriculum, whilst ensuring flexibility to deliver learning in a nurturing and bespoke way.



## Staff Training

Our team has lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Support from external agencies
- Online courses and webinars



### What training have we had?

Examples of training for our staff in the past 3 years includes:

#### **Cognition and Learning**

- Little Wandle
- Dyslexia
- Understanding Working Memory

#### **Communication & Interaction**

- Autism
- Makaton
- Lego therapy
- Colourful Semantics
- Shape Coding
- Social Thinking Skills
- Phonological Awareness

#### **Social, Emotional & Mental Health**

- Anxiety
- Attachment Awareness
- Emotion Coaching
- ADHD
- ELSA

#### **Other**

- Epilepsy, Asthma and Diabetes
- Anaphylaxis
- Local SEND Procedures

If there's something that's not on this list, please ask. As this list does not cover every single training session, it's possible that we have staff trained in the area that you are interested in.

## Can school access specialists help?

Yes. Some children have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

### Support Services we work with include:

- Educational Psychology Service (EP)
- Mental Health Support Team
- CAMHS
- Autism Advisory Service
- Education Inclusion Support Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Visual Impairment Team
- Hearing Impairment Team



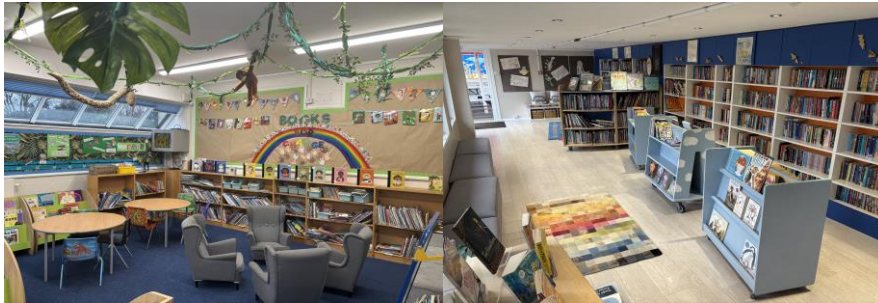
For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from an external agency, we discuss this with the child’s parent. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENDCo. The parent makes the final decision.

Support services advise teachers and the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.

## When Children Join or Leave Us

(This is called transition)



### How do we help children join our school?

- We meet parents and consult, and in some cases visit, the nursery or current school to find out about the child's needs.
- The child visits school and gets to meet us.
- The child can have extra visits if needed.

### How do we help children leaving our school?

- We link with the next school to share SEND information.
- We often support children having extra visits or talk to children about any worries about their new school.
- Transfer to secondary school is normally led by the secondary school. You can find more about how they manage this in their SEND Information Report.
- For some Y2 children, the Junior SENDCo attends a SEND Review meeting to support a successful transition from Y2 to Y3.
- For some Y6 children, we invite the SENDCo of the child's secondary school for a meeting in the summer term.

### Transition between Year Groups

Before the end of the summer term, teachers pass on SEND information to the new teacher and the children get to visit their new classes on several occasions. We also provide an enhanced transition when the children progress from Y2 at the Infants to Y3 at the Juniors.

For any children who are worried, extra visits to the new class and/or transition passports are provided to help children have a smooth transition to their new class.

## Our Buildings: Indoor and Outdoor

Our school is made up of two sites; Infants and Juniors.

Our Infant building is single storey and has:

- Step free access
- An accessible toilet

Our Junior building is two storey and has:

- Step free access
- An internal lift
- An accessible toilet

At our Infant school there are outdoor learning zones for every year group and an Adventure Playground, outside gym equipment and the Jubilee garden with an outdoor classroom.

Our Junior school has a garden area with a pond and chickens! We also have a Sensory Garden. We have a playground with a separate Adventure Playground and also a Traversing wall, which is accessible for SEND children as there is no need to climb up high.

## Extra Equipment for SEND

Some children need extra items to help them be successful at school. Examples of items we can provide are:

- Ear defenders
- Move 'n' Sit (wobble) cushions
- Resistance bands
- Weighted items
- Concentration tools
- Privacy boards
- Coloured overlays for children with dyslexic traits
- Specialist pencil grips
- Spell Checkers



## 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 regardless.

We know that families often want a 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.

Children with either an EHCP or classed as SEND Support are on our SEND Register. Parents will be made aware if this applies to their child.

A small proportion of children with more complex SEND have an EHCP. Some of these children will move onto more specialist settings in due course.

More information on EHCPs can be found on the Local Offer website or you can ask our friendly SENDCos about EHCPs.

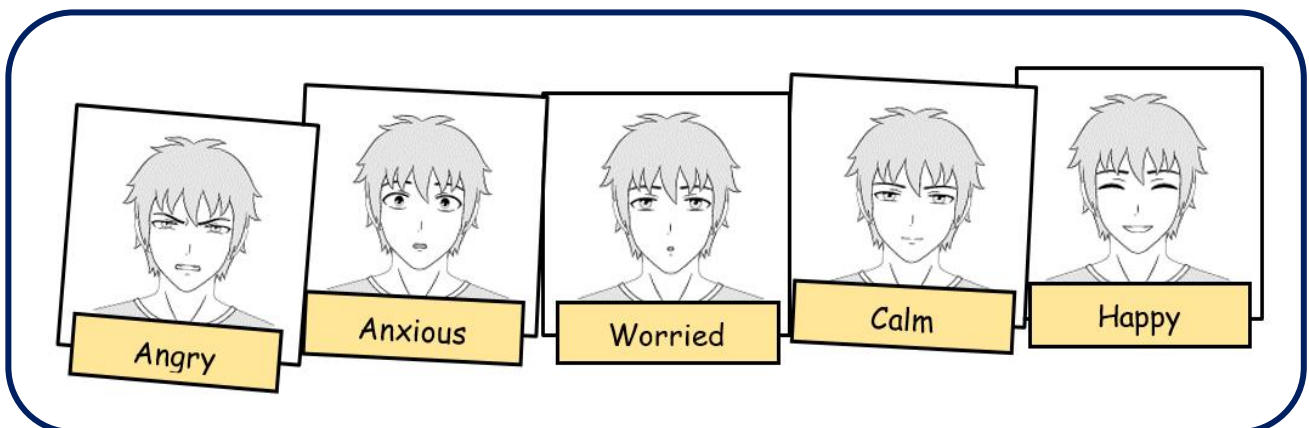


### 3. Are emotional difficulties always SEND?

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

When 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 adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.



*A Five Point Scale to help children learn about emotions.*

## More Questions Answered

### 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. If they exhibit challenging behaviour, we try to find the causes and then adapt and teach them strategies so together we can minimise the behaviour.

Some of our support is available to all children:

- Class PSHE lessons, which includes circle time and Zones of Regulation lessons
- School assemblies about emotions and feelings
- Posters tell children who they can talk to if worried (our safeguarding team)
- Clear systems for managing behaviour
- Access to quieter areas for playtime and lunchtime
- Staff who offer pastoral support
- Place2Talk sessions

Some children also have extra support, including:

- Social skills groups
- Lego therapy
- 1:1 Emotion Check ins / Mentoring
- ELSA
- Place2Be therapy (HHJS)
- Mental Health Support Team therapies e.g. Art and Music therapy
- Behaviour Support Plans help some children regulate their emotions.

### 5. Can a child with SEND join in day trips, residential trips, breakfast, after school and holiday 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, a parent can talk to their class teacher if they are worried that their child might need adjustments to be successful.

It is very rare that we must 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.



## SEND & Looked after Children

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

NSPCC has a good explanation of LAC: [learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children](http://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children).

### Who's Who?



**Mr Marc Lowery**  
Head of Junior School

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

**Contact me:**

- [student@hamptonhill.richmond.sch.uk](mailto:student@hamptonhill.richmond.sch.uk)
- 020 8979 3019

### 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 a social worker and a pupil's carer to allow them to go on a residential trip
  - 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 children equal access to SEND provision that is no less than they would get if they were not LAC.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.
- Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils aren't achieving well enough. We'll make sure that no LAC & SEND child is failed by us.



### Extra Funding (Pupil Premium Plus)

We get extra money 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. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties that are identified as a SEND.

## Other Information

### Exclusions

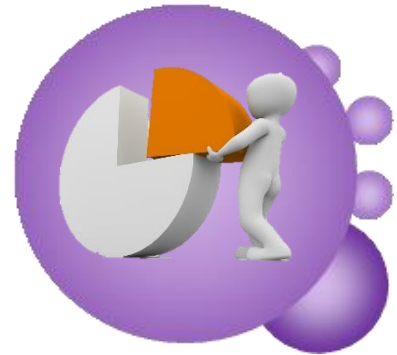
We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Federation Behaviour Policy** on the policies page of our website.

### Evaluating our SEND Policy and Provision

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

1. Monitoring the progress children have made with their learning.
2. Monitoring how well children with SEND meet their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our leadership team visits classrooms to observe and look through children's books.
5. Listening to the views of parents, families and children.



Our SENDCos and their colleagues in the Leadership team are in charge of evaluating our SEND policy.

### Where to find more SEND Information?

Visit our website, [www.cihhjf.school](http://www.cihhjf.school), to read other policies that link to SEND:



- **Accessibility Policy and Plan**  
A three year plan to be a more inclusive school.
- **Federation Behaviour Policy**  
Rewards, rules, sanctions and much more.
- **Federation Anti-Bullying Policy**  
Information on our approach to tackling bullying
- **Supporting Pupils with Medical Needs Policy**  
Support for children with medical conditions and what we do about medicines.

## Want to read more?

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

### SEND Code of Practice

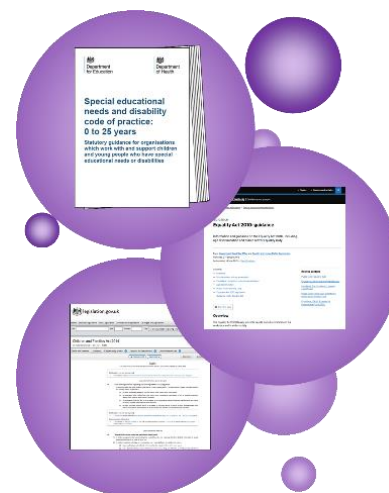
- This is the Government's SEND rulebook.
- Find out more [here](#).

### Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more [here](#).

### The Children & Families Act

- This 2014 law outlines our duties for children with SEND.
- Find it [here](#) (p.21 onwards).



## Complaints

Please contact the relevant SENDCo.

If needed, after this stage you may contact the Head of Inclusion. Confidential emails can be sent to him [mlowery2.318@carlsileandhamptonhillfed.richmond.sch.uk](mailto:mlowery2.318@carlsileandhamptonhillfed.richmond.sch.uk).

In the rare event of this not being resolved, please contact the Chair of Governor, Deb Long at [governor@carlsileandhamptonhill.richmond.sch.uk](mailto:governor@carlsileandhamptonhill.richmond.sch.uk)

## 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.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

## Reviewing this policy

We review this policy every 12 months. Our SENDCos are in charge of the policy 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 SENDCos.**

**“For every child to flourish-with confidence, a sense of belonging and a love of learning and of life.”**